

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Grants for Replication and Expansion of High-Quality Charter Schools

CFDA # 84.282M

PR/Award # U282M140014

Grants.gov Tracking#: GRANT11706664

OMB No. , Expiration Date:

Closing Date: Jul 21, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/21/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="954679811"/>	* c. Organizational DUNS: <input type="text" value="0782839460000"/>
---	---

d. Address:

* Street1:	<input type="text" value="1149 South Hill Street"/>
Street2:	<input type="text" value="Suite 600"/>
* City:	<input type="text" value="Los Angeles"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="CA: California"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="90015-2212"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mr ."/>	* First Name: <input type="text" value="James"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Deavoll"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="(323) 680-1686"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-062014-002

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants for Replication and Expansion of High-Quality Charter Schools CFDA Number 84.282M

13. Competition Identification Number:

84-282M2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

The project will replicate Green Dot's successful school achievement model by opening 20 new middle and high schools in high-need communities in Los Angeles, Memphis, and Tacoma.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="3,484,648.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,484,648.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. Congressional Districts for
Green Dot Public Schools**

Region	District	Representative
Los Angeles	CA-033	Rep. Henry A. Waxman
	CA-034	Rep. Xavier Becerra
	CA-037	Rep. Karen Bass
	CA-040	Rep. Lucille Roybal-Allard
	CA-043	Rep. Maxine Waters
	CA-044	Rep. Janice Hahn
Memphis	TN-008	Rep. Stephen Fincher
	TN-009	Rep. Steve Cohen
Seattle-Tacoma	WA-006	Rep. Derek Kilmer
	WA-009	Rep. Adam Smith
	WA-010	Rep. Denny Heck

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="James Deavoll"/>	TITLE <input type="text" value="CEO"/>
APPLICANT ORGANIZATION <input type="text" value="Green Dot Public Schools"/>	DATE SUBMITTED <input type="text" value="07/21/2014"/>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee
* Name: Green Dot Public Schools
* Street 1: 1149 South Hill Street Street 2: Suite 600
* City: Los Angeles State: CA: California Zip: 90015
Congressional District, if known: CA034

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Charter Schools CFDA Number, if applicable: 84.282
---	--

8. Federal Action Number, if known: []	9. Award Amount, if known: \$ []
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10. a. Name and Address of Lobbying Registrant:
Prefix [] * First Name NA Middle Name []
* Last Name NA Suffix []
* Street 1 [] Street 2 []
* City [] State [] Zip []

b. Individual Performing Services (including address if different from No. 10a)
Prefix [] * First Name NA Middle Name []
* Last Name NA Suffix []
* Street 1 [] Street 2 []
* City [] State [] Zip []

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: James Deavoll
* Name: Prefix Mr. * First Name James Middle Name []
* Last Name Deavoll Suffix []
Title: Grants Manager Telephone No.: (323)680-1686 Date: 07/21/2014

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U282M140014

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GDPSReplication.GEPASstatement.pdf

Add Attachment

Delete Attachment

View Attachment

Narrative Addressing GEPA Section 427



Green Dot Public Schools (Green Dot) is committed to ensuring equitable access to, and participation in, all federally assisted programs for students, teachers, and other program beneficiaries with special needs. The organization will take all necessary actions to eliminate any barriers impeding equitable access or participation based on: gender, race, national origin, color, disability, or age. Green Dot's pledge to unlocking the full potential of its students and staff is enshrined in its core values:

- *An Unwavering Belief in all Students' Potential:* Creating an environment that nurtures the potential of all and understanding how decisions impact student learning.
- *Passion for Excellence:* Continuously striving to demonstrate excellence, reflecting on practice and making data-driven decisions.
- *Personal Responsibility:* Assuming responsibility and accountability for performance and demonstrating personal integrity.
- *Respect for Others and the Community:* Appropriately representing the school/organization and collaborating with others.
- *All Stakeholders are Critical in the Education Process:* Creating an environment in which all perspectives are valued and communicating transparently with stakeholders.

Green Dot schools are located in communities of highest need, where many students are falling behind or at risk of dropping out. Community Engagement Teams in each region conduct extensive outreach to attract and enroll students regardless of gender, race, national origin, color, disability, or age. Nearly all (99%) Green Dot students are African American or Latino; more than 92% qualify for free or reduced-price lunch and 20% are English Language Learners (ELLs). Approximately 11% of Green Dot students are eligible for special education (SPED) services, with some schools serving a 20% SPED student population. All Green Dot schools are equipped to address the needs of students who have traditionally struggled in the public school system. Students are grouped in heterogeneous classrooms with teachers trained to implement differentiated instructional techniques. Differentiated instruction will take a number of forms, including purposeful group structures, varying assessments based on need and accommodations, and modifications for students with disabilities.

Green Dot creates safe, personalized school environments that are culturally and academically responsive to the students they serve. Green Dot schools use a data-driven approach to understanding students' need as early as possible in order to adequately plan an appropriate portfolio of services and programs; much of the student population is supported through an Individualized Learning Plan. Green Dot's approach to implementing a portfolio of interventions for high-need students includes: 1) using data to design and monitor targeted interventions; and 2) providing tailored academic and non-academic supports that promote high achievement.

Green Dot's regional offices follow child-find procedures to identify all students who may require assessment for special education and related services. Regional SPED program administrators, in collaboration with Green Dot's special education team and outside organizations, work to create an environment in each school where all students are individually supported and held to high expectations. SPED teachers and aides at each school serve students

with disabilities in accordance with the support needed to implement the services and specialized instruction outlined in Individualized Education Plans (IEP). An IEP team will meet to identify measurable annual learning goals and behavioral goals to assess students' progress and make recommendations for additional services, as necessary.

Green Dot teachers are trained to use a number of bilingual teaching strategies to supplement the core curriculum, including Specially Designed Academic Instruction in English (SDAIE). On a bi-monthly basis, English Language Learner coordinators meet with classroom teachers and grade level teams to assess the progress of ELL students. The coordinator and classroom teacher monitor and assess the progress of ELL students, make necessary adjustments to student supports, and communicate quarterly with ELL families regarding their children's progress.

Green Dot strives to hire a diverse faculty comprised of the best available teachers, administrators, and staff. The organization recruits through national and local channels and organizations to seek candidates who demonstrate an unwavering belief in the potential of all students. Parents and community members are encouraged to participate in school decision-making and programs through consistent outreach, including communications published in students' native languages.

Green Dot abides by a strict non-discrimination policy that complies with the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Individuals With Disabilities Education Act of 1990, and other applicable federal and state laws.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Green Dot Public Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Cristina"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="De Jesus"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="CEO"/>	
* SIGNATURE: <input type="text" value="James Deavoll"/>	* DATE: <input type="text" value="07/21/2014"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Green Dot Public Schools: CSP Grants for Replication and Expansion of High-Quality Charter Schools

Abstract Narrative

Project title: *Built to Scale: Green Dot's Strategic Response to National Need*

Project Goals and Alignment with CSP: The project will replicate Green Dot's successful school achievement model by opening 20 new middle and high schools in neighborhoods in Los Angeles, Memphis, and Tacoma where the need is urgent and demand for good schools is high. Specifically, over the next five years, Green Dot plans to: (1) expand *Ánimo Charter Middle School #2*, *Ánimo Avalon Middle School*, and *Ánimo Charter Middle School #1* in Los Angeles; (2) create three new middle schools in Los Angeles; (3) create two new middle schools and two new high schools in Tacoma where current school options are poor; and (4) transform ten middle schools and high schools in Memphis based on Green Dot's experience with the whole-school turnaround with chronically-underachieving schools.

Expect Outcomes: Expected long-term outcomes for the project include: (1) Enroll 10,000 new students annually in new Green Dot schools by 2019; (2) Sustain SPED, ELL, and high-poverty student populations at a rate comparable to neighboring schools; (3) 100% of new Green Dot schools outperform district in state tests; (4) 100% of new Green Dot high schools outperform district schools in graduation rates; (5) 100% of high schools outperform district schools in student retention.

Contributions for Research, Policy, and Practice: The proposed project will significantly enhance the field of practice related to the successful expansion, replication, and management of middle schools and high schools in high need areas. In particular, the project will expand Green Dot's documented expertise as a national leader in whole-school turnarounds.

Target Population: Educationally disadvantaged students in Los Angeles, Memphis, and Tacoma.

Organization: Green Dot Public Schools

Address: 1149 South Hill Street, Suite 600, Los Angeles, CA 90015

Contact Name: Megan Quaile

Phone Number: (213) 220-1429

Email Address: megan.quaile@greendot.org

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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PROJECT NARRATIVE

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APPLICATION REQUIREMENTS

- (a) See Section (a): Quality of the Project Design*
- (b) See Section (d): Quality of the Management Plan and Personnel*
- (c) See Section (d): Quality of the Management Plan and Personnel*
- (d) See Section (b): Contribution in Assisting Educationally Disadvantaged Students*
- (e) See Section (d): Quality of the Management Plan*
- (f) See Section (d): Quality of the Management Plan*
- (g) See Section (d): Quality of the Management Plan*
- (h) This application does not request waivers.*
- (i) See Section (d): Quality of the Management Plan*
- (j) See Section (c): Quality of the Project Design*
- (k) See Section (b): Contribution in Assisting Educationally Disadvantaged Students*
- (l) Green Dot and all of its schools have had no significant compliance issues.*
- (m) See the Other Attachments Form.*
- (n) See the Other Attachments Form.*
- (o) See the Other Attachments Form.*

ABSOLUTE PRIORITY

The project meets the criteria for the Absolute Priority. Green Dot Public Schools, a 501(c)(3) Charter Management Organization, currently operates 19 high-quality public charter schools. The proposed project provides for the replication and expansion of Green Dot's instructional and operational model through increasing enrollment at three existing schools and establishing 20 new schools in three regions: Los Angeles, Memphis, and Tacoma.

COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority 1—Low-Income Demographic

The project meets the criteria for consideration of Competitive Preference Priority 1. Currently, 93.4% of students in Green Dot schools qualify for the Free or Reduced-Price Lunch (FRPL) program. The proposed new schools will greatly exceed the 60% low-income demographic and will be documented using FRPL program participation on an annual basis. See Attachment 5 for FRPL documentation for all Green Dot schools.

Competitive Preference Priority 2—School Improvement

The project meets the criteria for consideration of Competitive Preference Priority 2. In 2013, Tennessee Achievement School District invited Green Dot to replicate its successful transformation of several schools in Los Angeles—Locke High School, David Starr Jordan High School, and Henry Clay Middle Schools—at ten chronically underperforming LEAs in Memphis over the next five years. Green Dot's experience implementing academic or structural interventions to serve students attending schools identified for improvement, corrective action,

closure, or restructuring have been codified in a comprehensive turnaround guide. Green Dot is committed to sharing its success through organized tours, workshops, and seminars with school districts and CMOs both locally and nationally. For more information, see Section (c), Quality of the Project Design; see Attachment 9 for the executive summary of Green Dot's High School Transformation Guidebook.

Competitive Preference Priority 3—Promoting Diversity

The project meets the criteria for consideration of Competitive Preference Priority 3. Green Dot works hard to ensure that its schools are vibrant hubs within their respective communities. In pursuit of this goal, Green Dot enrolls a student population that reflects the cultural and racial diversity of the communities it serves. Green Dot schools enroll an overwhelmingly minority population (99%); proportions of English Learners and students with Special Needs at existing and proposed schools will be comparable to schools in the surrounding neighborhoods. Student diversity is ensured by a community engagement team trained in culturally response practice with extensive experience working with underserved neighborhoods in Los Angeles, Tacoma, and Memphis. See Section (c), Quality of the Project Design, for more information about Green Dot's objective to enroll a diverse and inclusive student population.

SELECTION CRITERIA

Introduction

Green Dot Public Schools (“Green Dot”) is a 501(c)(3) nonprofit organization serving more than 10,300 students of color in some of Los Angeles’ most disadvantaged communities.

Founded in 1999, Green Dot opened eight successful new public high schools between 2000 and 2006; in 2008, it embarked upon a program of whole-school turnarounds in order to transform some of California's most persistently low-performing schools. In 2010, seeking to smooth students' transition from elementary to secondary education, it opened its first middle schools. (It now operates five in L.A.) In 2013, it embarked upon an aggressive plan for national expansion, and was recently invited to open its first charter schools in Memphis, Tennessee, and the Seattle-Tacoma region of Washington state.

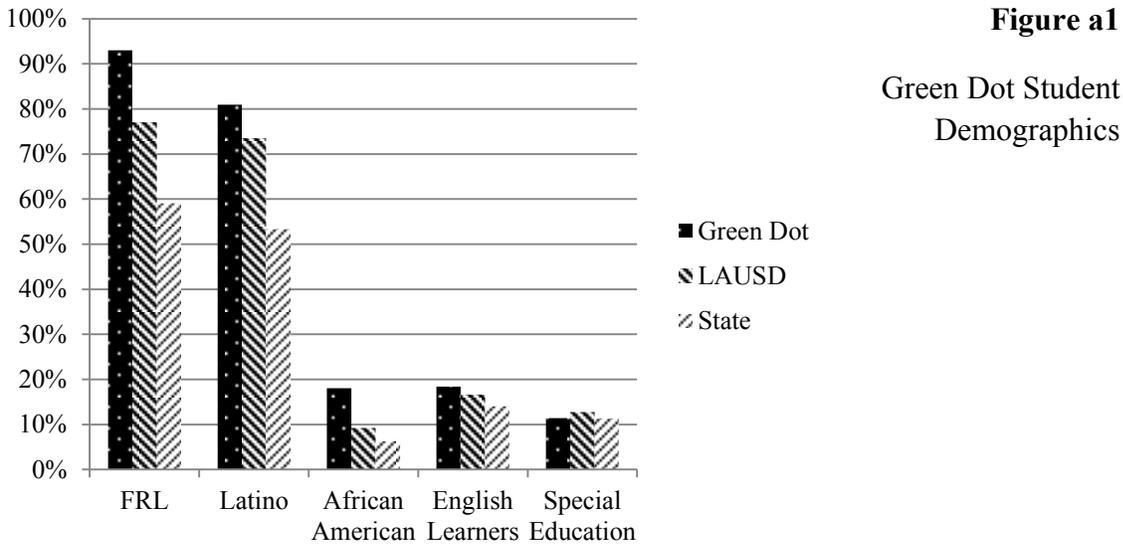
With 19 successful schools operating in Los Angeles, Green Dot has proven that a small, college-preparatory program can empower students in some of the nation's most underserved communities to recognize their own potential and successfully prepare for college, leadership, and life. Green Dot's multidimensional approach personalizes the educational experience of all students, allowing many of them to overcome the combined barriers of poverty, race, language, and disability. The proposed project will create 20 new schools, all of which adhere to the same principles that have driven the success of the organization in the 14 years since its founding.

(a) Quality of the eligible applicant

Student Population Served

Green Dot serves a socioeconomically and educationally disadvantaged population. Ninety-two percent of its students are socioeconomically disadvantaged minorities, either African American or Latino, compared with 72% of students within Los Angeles Unified School District (LAUSD) and only 48% of students across the state. In addition, Green Dot serves a

large percentage of English Language Learners (ELLs)—18%—higher than LAUSD at 17% and California at 14%. Similarly, Green Dot serves a high percentage of Special Education (SPED) students—11%—across all types of learning disabilities, including high-severity disabilities, comparable to LAUSD and California.



In comparison to similar students across the state, Green Dot students arrive at school facing significant barriers to secondary school success and the opportunities afforded by college. . A higher percentage of Green Dot students receive Free and Reduced Price Lunches than those within LAUSD or the State; 93% compared to 77% and 59% respectively. However, a family can earn up to 185% of the federally defined ‘poverty line’ and still qualify for the program. Closer analysis reveals that Green Dot enrolls *five times* the percentage of students living below the poverty line as LAUSD or the state, a fact starkly illustrated by the average household income of Green Dot parents - just \$16,800 compared to \$56,200 across Los Angeles and \$61,000 in California.

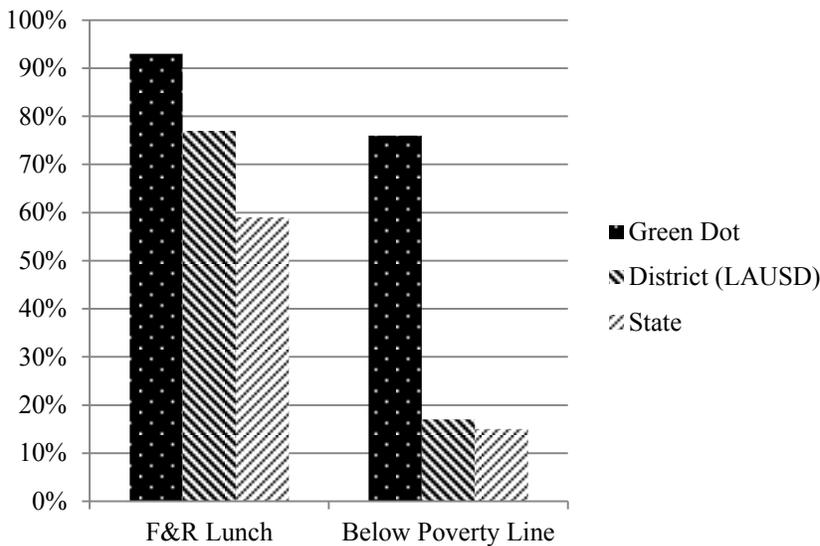


Figure a2
Socioeconomic
Status of Green Dot
Students and Their
Families

Community poverty is closely correlated with the academic attainment levels of its adult population. Green Dot students are more likely to live in households with little experience of academic success. Four out of ten Green Dot parents did not graduate high school and fewer than one in ten graduated college. Low levels of academic achievement among parents makes it difficult to help their children effectively with homework, engage teachers in meaningful dialogue regarding their child's academic needs, or act as role models for their children's academic aspirations. A combination of poverty and low academic attainment within the Green Dot school communities results in students entering Green Dot schools performing well below grade level. Students entering the 6th grade are in the 9th percentile of English proficiency and the 15th percentile of Math proficiency, compared to the average 6th grader in LAUSD entering at the 43rd percentile.

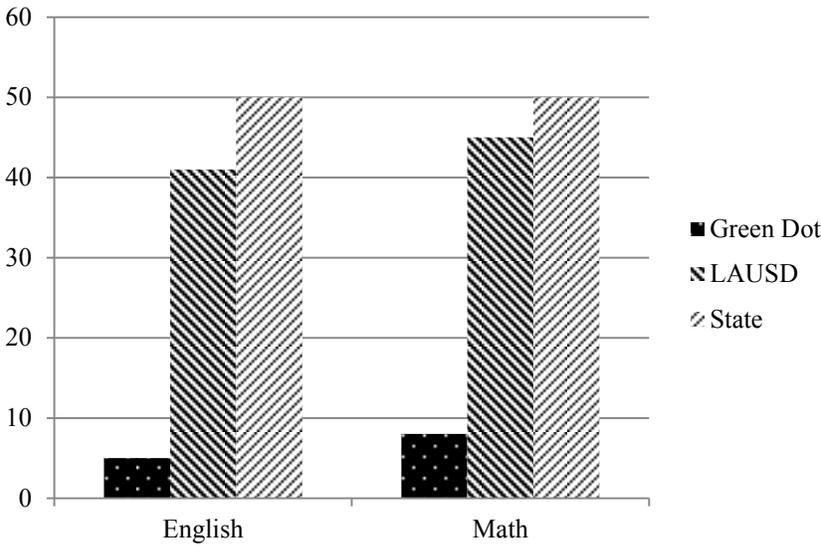


Figure a3
 Entering 6th Grade
 Proficiency Levels
 (percentile)

Students entering Green Dot's High Schools in 9th grade are even further behind: finishing 8th grade testing in the 5th and 7th percentile for English and Math proficiency respectively, compared to the average LAUSD 8th grader's achievement in the 30th percentile.

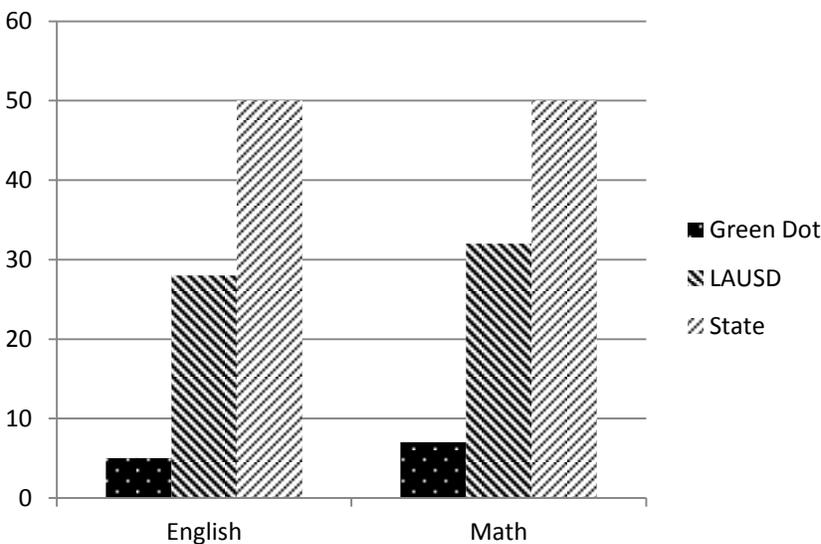
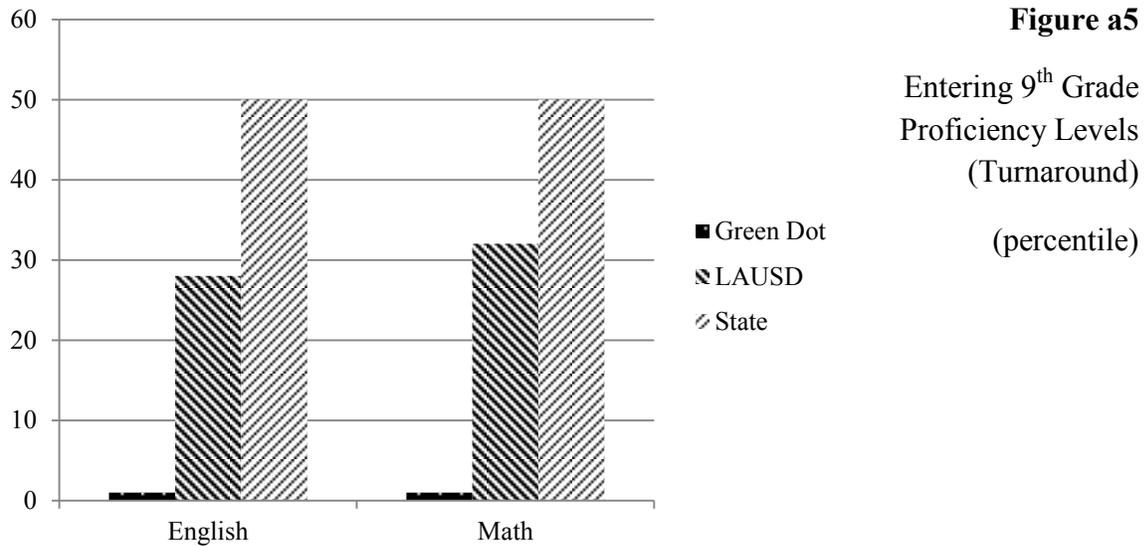


Figure a4
 Entering 9th Grade
 Proficiency Levels
 (Startup)
 (percentile)

Students entering Green Dot *turnaround* high schools are even less prepared for academic success, timely graduation, and college enrollment. Students entering the 9th grade at turnaround schools rank in the bottom one percent for both English and Math proficiency. No

school system in California serves a student population as high needs, in its entirety, as Green Dot.



(a)(1) Academic Performance

The enormous challenges faced by Green Dot’s students, teachers, parents, and school leadership make the organization’s history of academic success all the more noteworthy. Though data analysis and the development of associated targeted interventions, a continuous cycle of improvement has led to multiple year-on-year gains in all measures of academic achievement across the portfolio of schools and for all subgroups.

- Average Academic Performance Index (API), a multiple measure state indicator of academic attainment, continues to improve year after year.
- Proficiency rates have increased consistently in California Standards Tests (CSTs), even as turnaround schools and increasingly high numbers of at-risk students join the network.

- Student pass rates, and proficiency rates, in the California High School Exit Exam (CAHSEE) continue to increase, in both ELA and Math, across the network.
- Graduation rates have continued to improve year to year.
- College-ready graduation rates (students that meet the University of California's (UC)/California State University's (CSU) stringent high school graduation requirements) continue to improve year to year.
- All Green Dot schools outperform state averages on the Similar Schools Ranking (SSR).

Academic Performance Index (API)¹

The Academic Performance Index (API) is a single number, ranging from a low of 200 to a high of 1000, which reflects a school's, or a student group's, performance level against multiple measures based on the results of statewide assessments, including California Standards Tests (CSTs) and the California High School Exit Exam (CAHSEE). Its purpose is to measure the academic performance and improvement of schools. The API is calculated by converting a student's performance on statewide assessments across multiple content areas into points on the API scale. These points are then averaged across all students and all tests.

Green Dot's API continues to improve year after year for both startup schools and turnaround schools. Green Dot opened its first startup in 2000 and by 2005 was operating five charter high schools in some of the highest need neighborhoods in Los Angeles. These schools

¹ Source: CDE Dataquest. CAHSEE data available for SY2014, but CST data not.

went on to be included in the annual *U.S. News and World Report* list of America's Best High Schools, placing them in the top 6% nationally. In 2006, Green Dot opened a cluster of three new independent charter high schools to create a parent 'zone of choice' around Thomas Jefferson High School, the lowest-performing school in all of LAUSD at the time. These schools have become some of the highest performing schools in Green Dot's network, averaging an API of 756 compared to 601 at Jefferson.

Since the opening of Green Dot's Jefferson cluster of schools, the average API of Green Dot startup schools has grown by 77 points from 682 to 759.

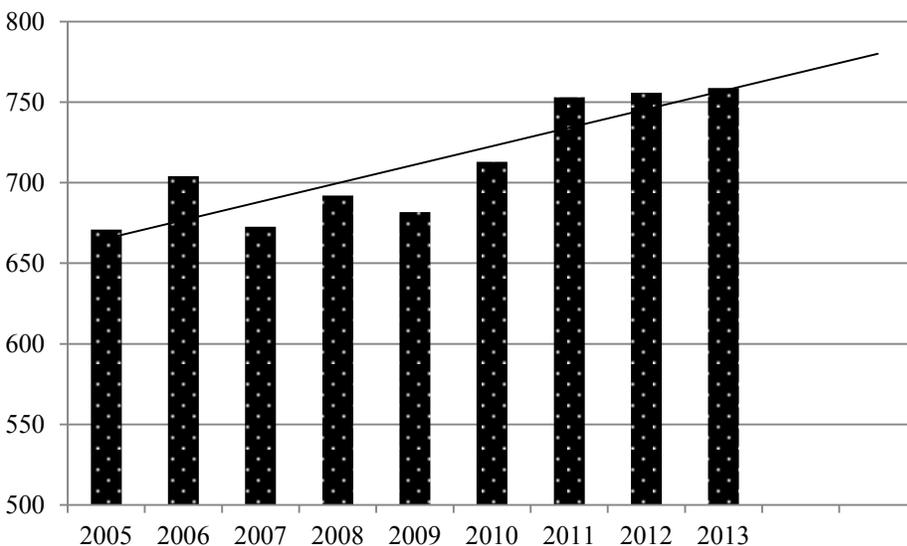


Figure a6

Green Dot Startup
Schools' Average
API 2005-2013

In 2008, Green Dot initiated the first charter-led turnaround of a district high school. Alain LeRoy Locke High School (Locke) was a massive comprehensive high school in Watts that had become emblematic of widespread institutional failure: Of the 527 African American students who entered Locke's ninth grade in 2004, only 81 graduated, 14 with A-G diplomas that would allow them to apply to the CSU and UC systems of higher education. Green Dot worked with community leaders and staff to successfully petition LAUSD to cede control of the school.

It was the first time that an outside organization had been granted control of a district campus. When Green Dot took control in 2008, the graduation rate was below 28%; 90% of students were performing below basic or far below basic on CSTs; and only 2.5% of students were enrolled in college-prep courses. No other high school in the state had consistently lower API scores. Since Green Dot assumed control of the school, Locke's API has risen from 515 to 611, and its Similar School Ranking from the 2nd decile to the 8th. Success at Locke prompted LAUSD Superintendent, Ray Cortinez, to invite Green Dot to attempt a similar turnaround at the chronically failing David Starr Jordan High School (Jordan) located adjacent to the city's largest housing project. Also in 2011, Green Dot won operational control of Henry Clay Middle School (Clay), ranked the worst performing middle school in California for the purposes of federal School Improvement Grant funding. Over the past three years, the API at Clay has risen from 553 to 662. At Jordan, API rose from 516 to 638, becoming the most improved school in the state in 2013 according to The California Department of Education (CDE). The accelerated rate of improvements at Clay and Jordan are testament to Green Dot's ability to learn from both success and failure at Locke.

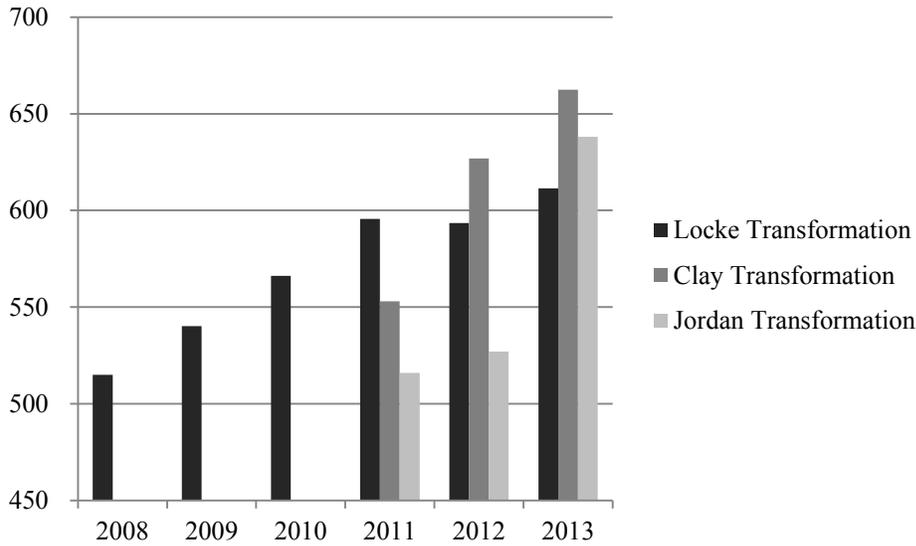


Figure a7
Green Dot
Conversion Schools'
API 2008-2013

California Standards Tests (CSTs)

Green Dot's students' proficiency rates have consistently increased over the past three years on both the ELA and Math California Standards Test ("CST"), even as the network has added turnaround schools with a higher proportion of at-risk students requiring more intensive interventions. Since 2011, Green Dot has raised middle school proficiency rates from 24% to 33% in English and from 20% to 29% in Math.

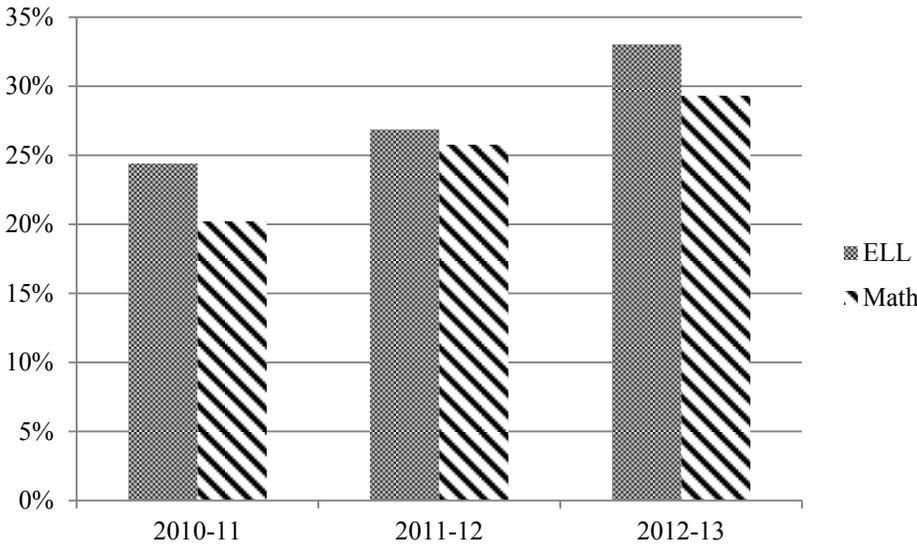


Figure a8

Green Dot Middle School Proficiency (CSTs) 2010-2013

Students entering Green Dot's high schools are, on average, in the bottom decile of academic proficiency. Through a focus on improving teachers' practice and creating more personalized student interventions, Green Dot's high schools have seen three-year gains in CST proficiency, increasing from 26% to 35% in English and 13% to 22% in Math.

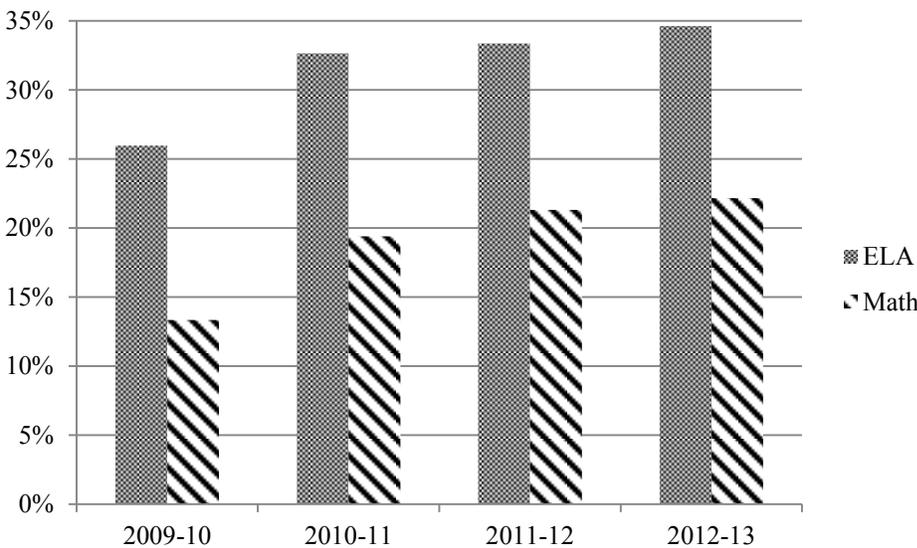


Figure a9

Green Dot High School Student Proficiency (CSTs) 2010-2013

California High School Exit Exam (CAHSEE)

In California, all high school students must pass the California High School Exit Exam (CAHSEE) to earn a high school diploma. Students take this test initially in the 10th grade. If they do not pass, they have multiple chances to retake the test throughout high school. Green Dot schools have steadily increased the percentage of students successfully meeting and exceeding CAHSEE pass requirements.

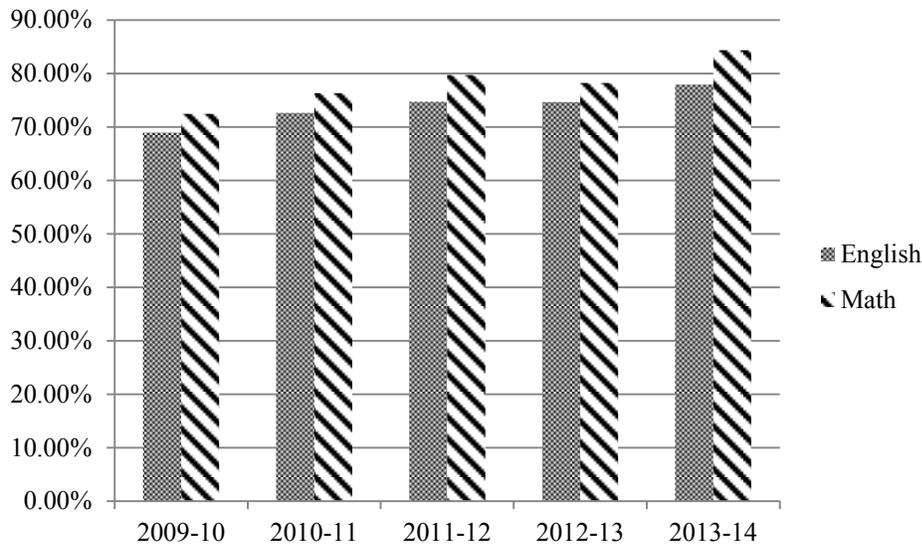


Figure a10
 Green Dot CAHSEE
 Pass Rates 2009-
 2014

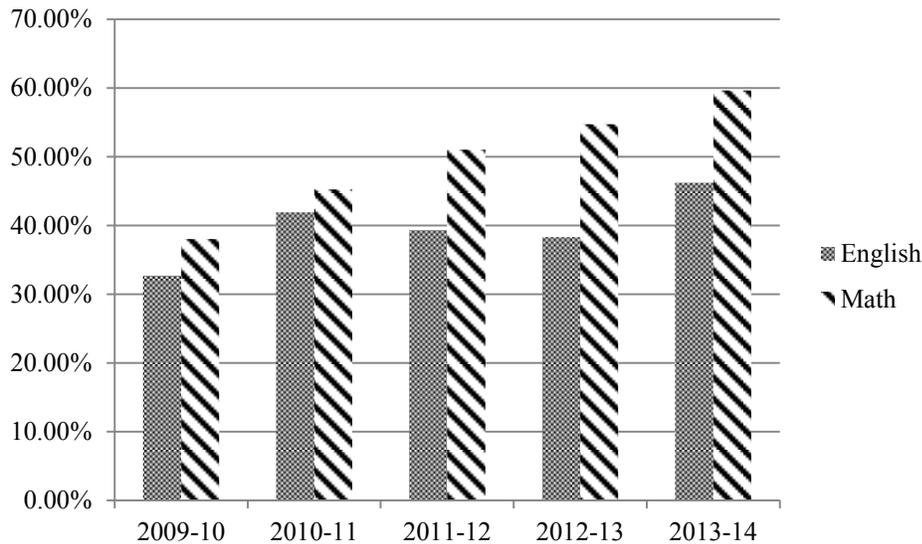


Figure a11
 Green Dot CAHSEE
 Proficiency Rates
 2009-2014

Graduation Rates²

Graduation Rates at both startup schools and turnaround schools have steadily improved. It should be noted that when the organization takes on a new turnaround – as in the case of Jordan in 2012 – the influx of several hundred 12th graders so far behind grade level impacts network-wide graduation rates. That the average turnaround graduation rate ‘bounced back’ within a year is testament to the organization’s increased understanding of how to achieve rapid results. It also protects other schools from potentially negative impact if the home office must redirect additional resources to a newly converted school on an ongoing basis.

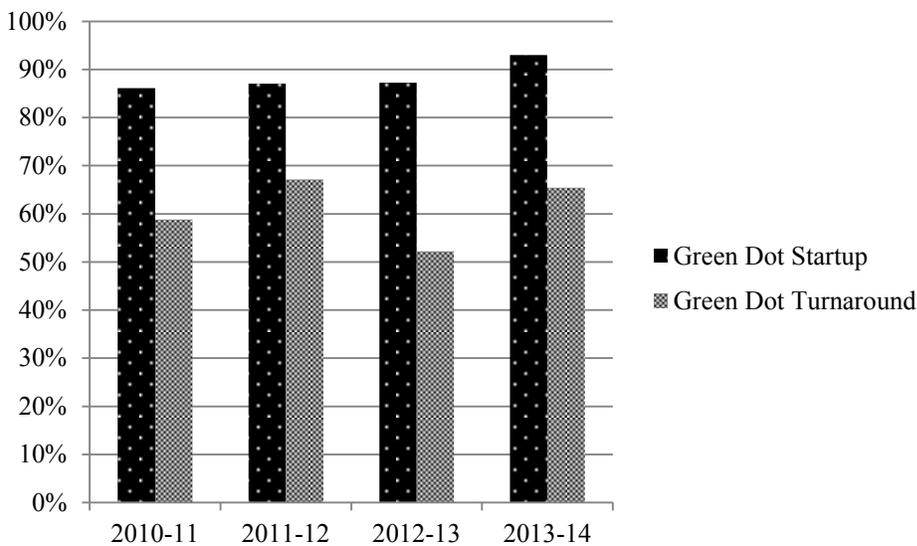


Figure a12
Green Dot
Graduation Rates
2010-2014

In California, the high school graduation rate does not provide a true picture of graduates academic proficiency. For acceptance into either the UC or CSU systems, students must have successfully completed rigorous supplemental coursework known as the “a-g” requirements.

² Source: Green Dot Student Information System. Internal data available for SY2014.

Success in these courses is a more accurate gauge of students' college-readiness. Here, too, Green Dot schools, both startups and turnarounds, have seen successive gains over time.

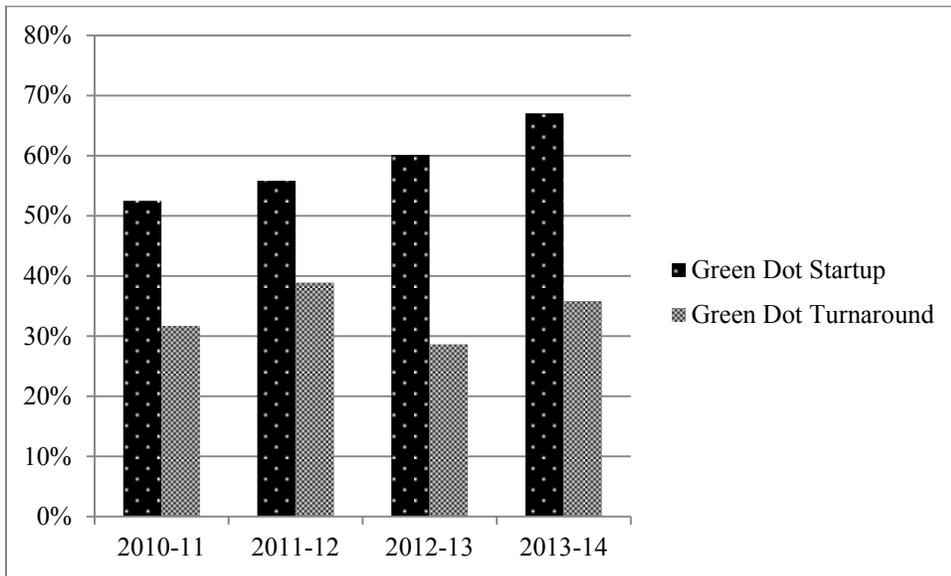
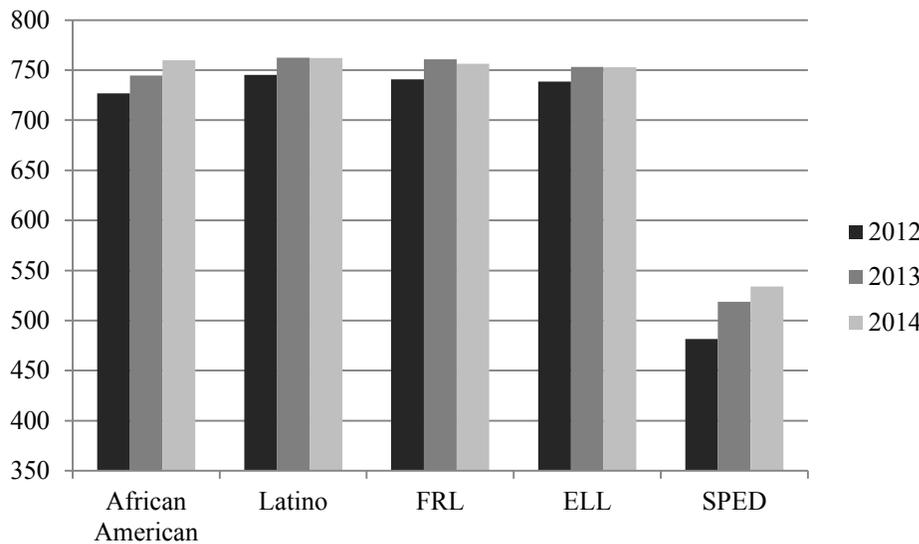


Figure a13
Green Dot “a-g”
Graduation Rates
2010-2014

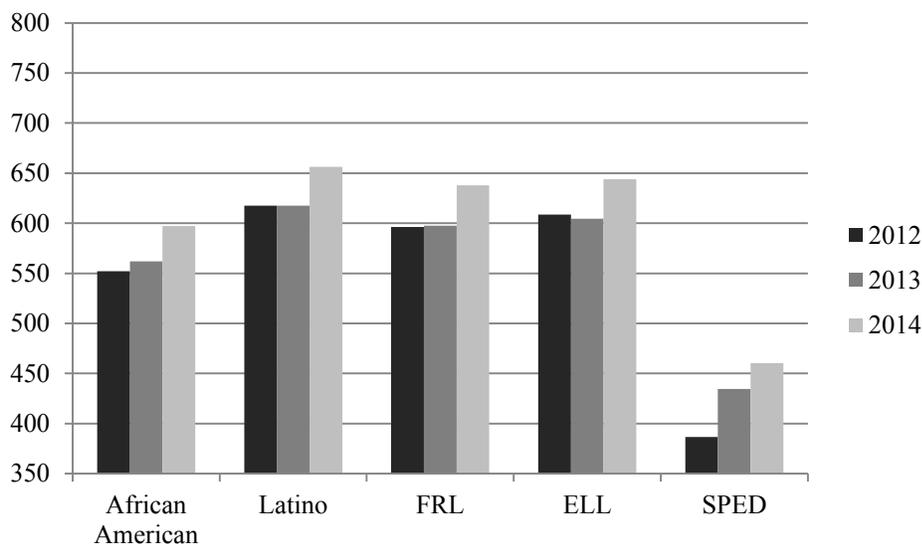
(a)(2) Closing Achievement Gaps

As discussed in the description of the student population, almost all students currently enrolled at Green Dot’s 16 schools are socioeconomically and educationally disadvantaged. As a result, the traditional achievement gaps between minority subgroups and their white counterparts, or between low-income youth and their more affluent peers, are not present. Green Dot’s goal is to faithfully and consistently implement an equitable educational model that accelerates students’ progress to proficiency. As a result, gains can be seen within all subgroups.

At Green Dot’s startup schools, all subgroups experienced steady three-year gains in API of between 2% and 5%. Students with disabilities served by Green Dot’s Special Education program, achieved 10% gains.



At Green Dot's turnaround schools, student subgroups have made similar gains year-to-year, demonstrating that students across ethnicity and need spectrums, are steadily improving within the Green Dot model. All subgroups in turnaround schools experienced gains between 6% and 8%. Students with disabilities did particularly well, achieving an 18% gain.



In graduation rates, whether basic graduation or the more rigorous college-preparatory “a-g” graduation, all subgroups are experiencing gains and benefiting from Green Dot’s college-focused curriculum and instructional model.

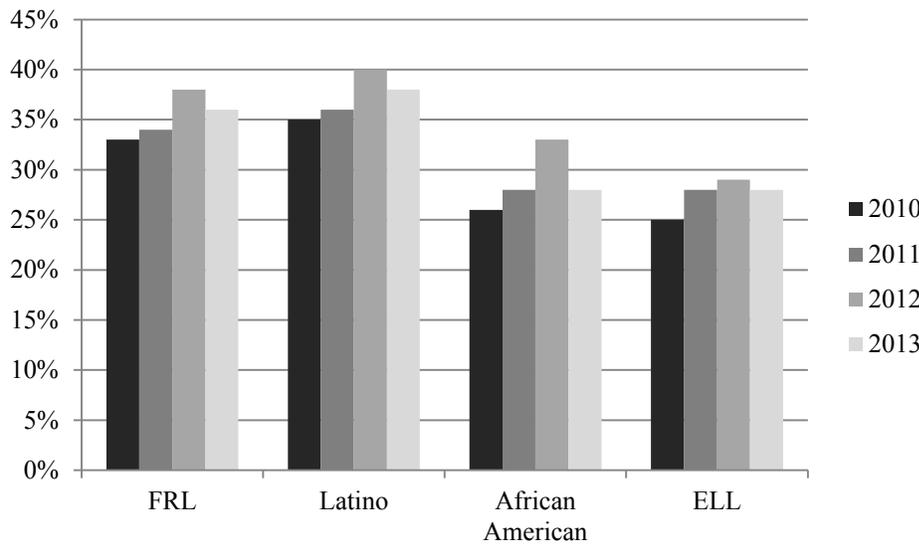


Figure a16
 Green Dot “a-g”
 Graduation Rates
 2010-2014

(a)(3) Exceeding State Averages

Similar Schools

The California Department of Education’s Similar Schools Ranking (SSR) provides a rigorous snapshot of school performance by comparing each school across all key academic measures to schools across the state serving identical populations. By comparing a school’s API to the APIs of 100 other schools of the same type that have similar populations and learning opportunities, the SSR ranks each school on a scale of one to ten, with five being the expected average. Green Dot’s schools have consistently ranking in the 6th decile, compared to LAUSD’s ranking in the 4th and the state in the 5th.

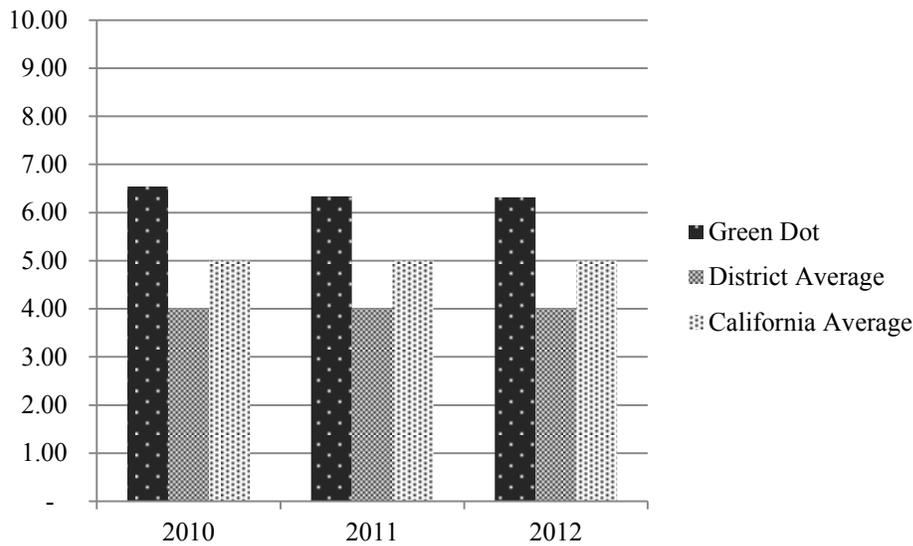


Figure a17
 Similar School
 Ranking (SSR)
 (Decile)

Student Growth

As outlined in Student Populations, those entering Green Dot schools in both the 6th and 9th grade face significant barriers to learning, resulting in proficiency levels in the lowest decile. For students to catch up and advance at the accelerated pace necessary to graduate on-time and college ready, they must exceed the pace of learning (student growth) of peers at other schools. Student growth is a mainstay of Green Dot's analysis of school performance and intrinsic to the educator evaluation system. Over the past three years, the English proficiency of socioeconomically disadvantaged Latino students, as assessed through California Standards Testing, has increased by an average of 4% each year compared to 2% in the state.

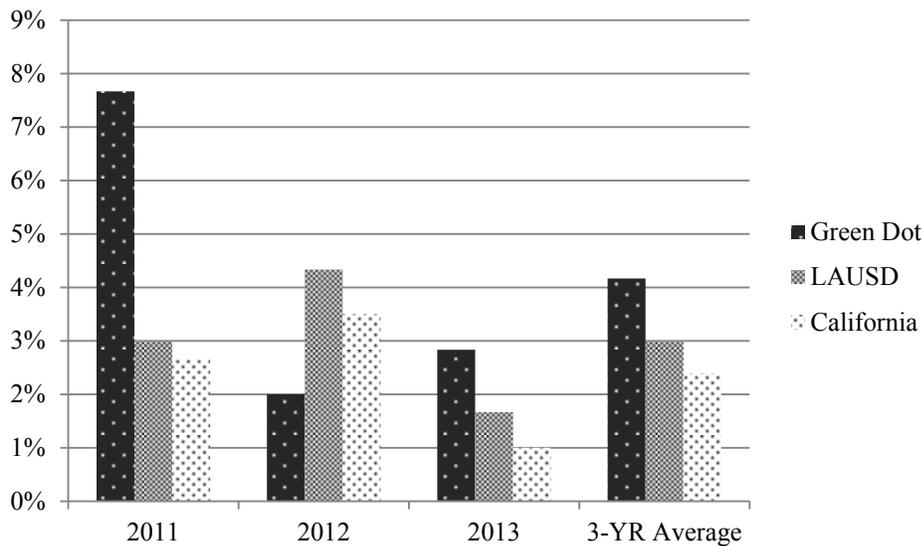


Figure a18

Growth in English Proficiency Among Socioeconomically Disadvantaged Latino Youth

Similarly, Math proficiency for socioeconomically disadvantaged Latino students has increased by an average of 4% each year, compared to 1% in the state.

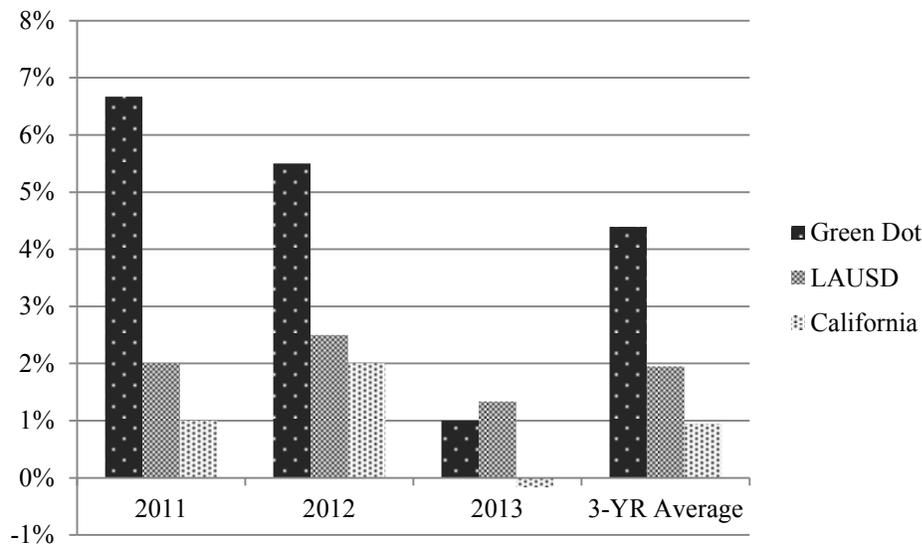


Figure a19

Growth in Math Proficiency Among Socioeconomically Disadvantaged Latino Youth

Graduation

Green Dot's mission is to prepare the most socioeconomically and educationally disadvantaged students for college-ready level graduation and college acceptance. Green Dot

graduates a higher percentage of students than either Los Angeles Unified School District or the state. Over the past three years, Green Dot graduated 75% of its socioeconomically disadvantaged students compared to 65% in the district and 72% across the state.

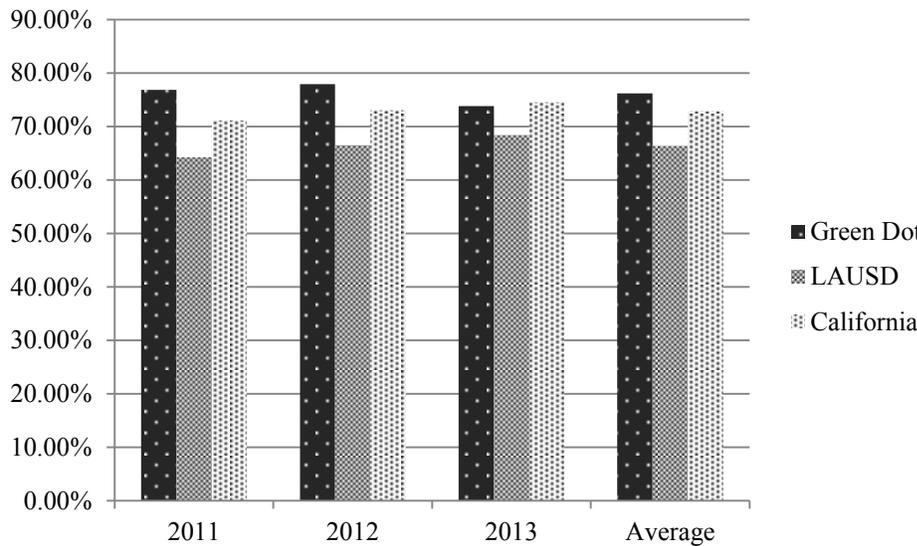


Figure a20

Cohort Graduation Rates for Socioeconomically Disadvantaged Students

Green Dot's Latino and African American minority students, who are almost exclusively SED, graduate at a 4-year average rate of 70% compared to SED unadjusted rates of 63% in LAUSD and 68% across California. .

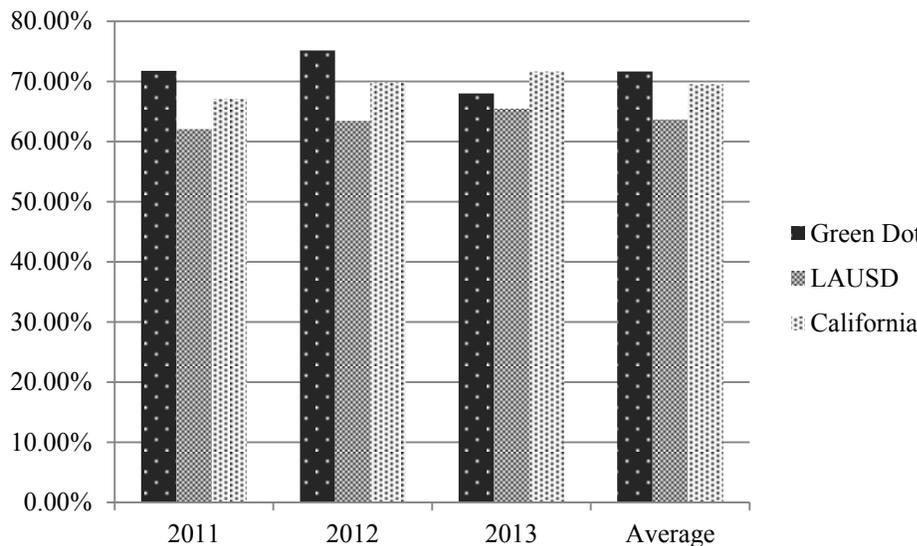
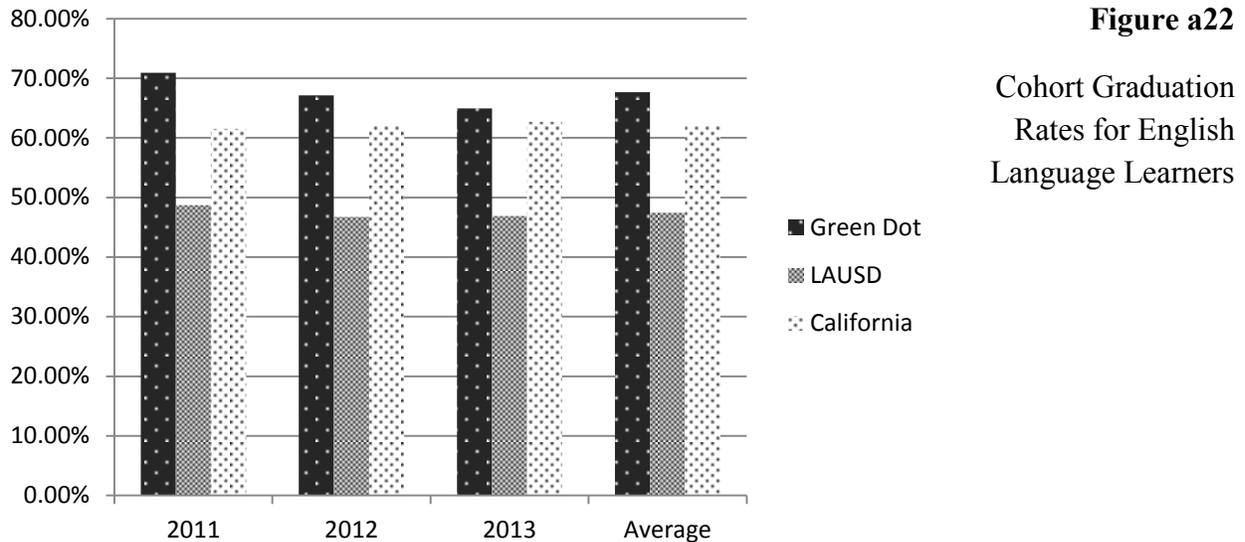


Figure a21

Cohort Graduation Rates for Minority Students

English Language Learners graduate at an average rate of 66% compared to 41% in the district and 61% across California.



In California as described above, the more rigorous “a-g” subject requirements necessary to enroll in the state college system are a more accurate indicator of college readiness. Green Dot schools have, on average over the past three years, graduated 36% of students with “a-g” requirements compared to 25% in the district and 32% across California. These figures are not adjusted for socioeconomic status differentials between Green Dot students and the student spectrums represented by LAUSD and California. Thus the results do not reflect the full measure of the effectiveness of the Green Dot model on developing the college readiness of the most at-risk youth.

An average of 35% of Green Dot’s socioeconomically disadvantaged students graduated having met “a-g” requirements compared to 21% within the district and 19% across the state.

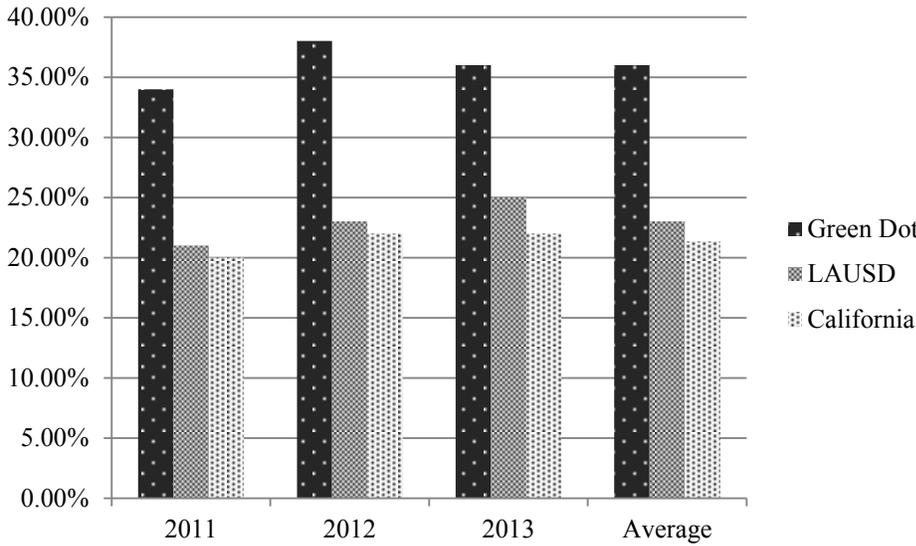


Figure a23
 Cohort “a-g”
 Graduation Rates
 for Socio-
 economically
 Disadvantaged
 Students

Minority students graduate from Green Dot meeting “a-g” requirements at an average rate of 33% compared to 20% in the district and 19% across California, unadjusted for socioeconomic status.

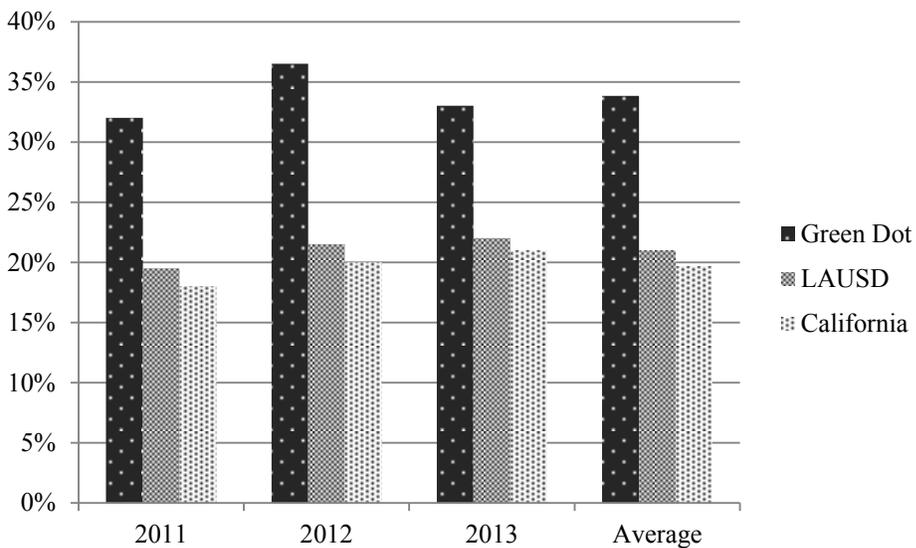


Figure a24
 Cohort “a-g”
 Graduation Rates
 for Minority
 Students

English Language Learners graduate with “a-g” requirements at an average rate of 21% compared to 12% in the district and 8% across California

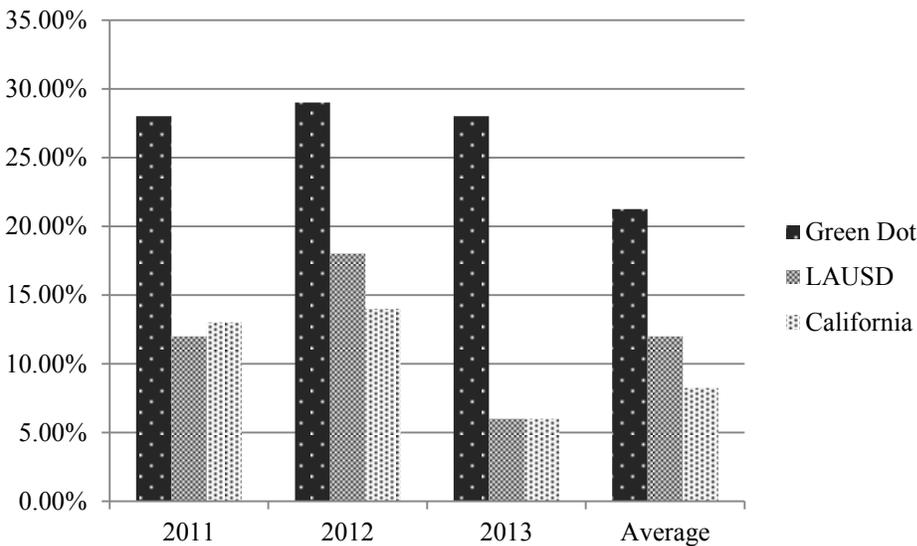


Figure a25
 Cohort “a-g”
 Graduation Rates
 for English
 Language Learners

Green Dot’s commitment to the most underserved and at-risk students in a community has meant that incoming students are performing at the lowest academic levels of any in the state. Despite this, within four years, Green Dot students are graduating with the necessary course requirements to attend college at higher rates than their peers at the local or state level.

Finally, in Green Dot’s startup high schools, 88% of students graduated in 2013, just three percentage points shy of the state average for *non*-socioeconomically disadvantaged students. Latino students in the same schools have an 87.9% graduation rate while African American students have an 88.7% chance of graduating. Both groups exceed the state average for white students—87.6%—and offer a dramatic illustration of the potential of the Green Dot model for closing achievement gaps not only within schools but across districts and states.

(b) Contribution in assisting educationally disadvantaged students

Green Dot prepares is preparing its students for success in college, leadership, and life, employing a model based on five core tenets: **(A) personalized interventions; (B) highly effective teaching; (C) strong leadership; (D) meaningful community engagement; and (E) rigorous, data-driven management systems.** The model is proven to support a high-need student population, including over 93% who qualify for Free or Reduced Price Lunch, many of whom enter Green Dot schools several grades below average. Each tenet of the Green Dot model is described in the following section.

Tenet A: Personalized Interventions

Green Dot actively seeks to open schools in communities with the greatest need and to serve the students who may present the steepest array of challenges; it intentionally communicates that its schools are free and open to all. It has a number of specific instructional strategies in place to assist diverse students, including those who are educationally disadvantaged or benefit from specialized services.

A Demanding Curriculum

All Green Dot students are required to complete a rigorous curriculum, with intervention and acceleration courses offered beyond the core content areas that help place students on a path to college success. Teachers administer quarterly benchmark exams and interim assessments in core content areas to monitor students' progress and make ongoing adjustments to instructional strategies and materials. Intensive interventions, including literacy and math support and test preparation, are built into the

school day to ensure the success of all students. In addition, all elective courses are specifically designed to support students' academic development in the core content areas. Additionally, all Green Dot students participate in a weekly Advisory class with the same group of students and teachers throughout their campus careers. Advisory provides a structured time and space for students to reflect on their learning, practice social and life skills, and discuss school culture within a safe and familiar setting.

The schools will provide access for all students—including those with disabilities—to the general academic curriculum and a full menu of educational programs and services. Green Dot's program of study is in line with state standards and the demographics of the local community: In Los Angeles, for example, its high school curriculum aligns to Common Core State Standards, California Content Standards, and the "a-g" requirements for enrollment in either the University of California (UC) or California State University (CSU) system. In addition, with their high percentage of English Language Learners (ELLs), Green Dot's California schools prioritize bilingual teachers and support staff to facilitate more open communication between school, students, parents, and the broader community. As it opens schools in other locations, Green Dot will align its curricula to meet or exceed regional standards.

Proactive Response to Intervention

In accordance with the child-find requirements under IDEA, Green Dot schools will use a Student Success Team and a comprehensive Response-to-Intervention framework to ensure students receive high-quality instruction and supports matched to their needs. Green Dot's RTI model encompasses a three-tier approach for employing research-based interventions to provide a continuum of targeted supports for all students.

Tier 1 encompasses classroom prevention techniques; Tier 2 includes a combination of classroom supports and counseling; Tier 3 focuses on intensive, individualized education. Green Dot's RTI strategies are designed to address the particular needs of its students based on academic proficiency, social and emotional challenges, and language acquisition.

For some, RTI begins before school starts: New students gather during the summer for Summer Bridge, an introduction to Green Dot's culture of high expectations and personal accountability, where they meet future teachers, attend classes, and take initial placement exams. Afterwards, Green Dot academic teams analyze test scores and assign RTI levels to students assessed below grade level. For students requiring special education through an Individualized Education Plan (IEP), Green Dot employs though staff and high qualified partnerships a team of school psychologists, counselors, and marriage and family therapists, working in collaboration with special education specialists, develops appropriate intervention tools. Whenever a student's IEP determines that he or she be educated outside the general education framework, every effort is always made to ensure it is the least restrictive and most appropriate environment.

Wraparound Services

Complementing its academic model, Green Dot addresses non-academic barriers to learning through the provision and coordination of wellness services. In-school supports are complemented by schools' external partnerships with leading specialty nonprofit organizations and public agencies who provide medical, mental health counseling, mentorship, job placement, or other services, from gang prevention to free eye exams and eyeglasses. While not specifically targeted for educationally

disadvantaged students, these wraparound services are in place to help all Green Dot students—the majority of whom are disadvantaged and face socio-emotional or physical safety challenges in their communities that serve as barriers to learning.

An Intimate School Environment

Finally, the tight-knit nature of a Green Dot school remains one of the most effective factors in supporting students' social and emotional health. Small, intimate learning academies allow for easier communication between teachers, staff, and administrators, who know each student by name and alert one another to shifts in their individual demeanors or behaviors. Schools are encouraged to invest in campus beautification projects, the effective training of onsite security professionals, and the purchase of quality furniture and fixtures, while remaining vigilant about the appearance of classrooms and grounds. These measures help to establish a common culture grounded in care, structure, and high expectations within safe, welcoming environments.

Tenet B: Highly Effective Teaching

In creating schools for educationally disadvantaged students, Green Dot seeks to ensure that a great teacher is leading every classroom, and a great principal is leading every school. Upon this foundation, the organization develops a culture of instructional collaboration through ongoing observations and feedback, site-based professional development aligned with student needs, and proven tools and techniques to increase teacher effectiveness.

Recruitment

Green Dot administrators, teachers, and classified staff are identified and recruited through its rigorous hiring processes to ensure the most talented, motivated, and inspiring employees have the privilege of working with students. Following several rounds of assessment and interviews, administrators make final teacher hiring decisions; both take part in a rigorous, calibrated evaluation system linked to student outcomes and aligned to a wide array of targeted training workshops and professional development tools.

Instructional Model

Green Dot has developed its instructional methods through experienced gleaned from fourteen years of working closely with students and teachers in high need communities, and from multiple research-based sources. As part of The College-Ready Promise (TCRP), an initiative funded by the Bill & Melinda Gates Foundation, Green Dot has partnered with other high-quality CMOs to improve teacher effectiveness and student college-readiness. Participation in TCRP directly informed Green Dot's educator evaluation and support system, which combines multiple classroom observations, stakeholder surveys, and detailed analysis of student growth trends to guide an ongoing program of personalized professional development and support. The Green Dot model also draws from three research-based practices, including:

*Planning and Preparation*³: Based on Madeline Hunter's decision-making model for planning instruction, Instructional Theory in Practice utilizes Direct Instruction, a rigorously developed, highly scripted method that is fast-paced and provides constant interaction with students.

³ Hunter, M. (1993). *Enhancing Teaching*. London: Macmillan.

*Assessment and Learning*⁴: The Understanding by Design framework identifies desired outcomes in order to reverse-engineer design curriculum units, performance assessments, and classroom instruction that will enable students to achieve these outcomes. Stage 1 identifies the desired results by establishing the overall lesson goals aligned to content standards. Stage 2 focuses on planning performance tasks to evaluate a student's understanding of the desired outcome. Stage 3 lists the incremental learning activities that will lead to content mastery.

*Instructional Technique*⁵: Teach Like a Champion offers a broad range of effective teaching techniques proven to help Green Dot teachers achieve greater levels of effectiveness and accelerate student growth.

Classroom Management

An effective classroom is a safe and respectful one. Guided by research that proves how thoughtful, school-based interventions positively affect students' self-control and metacognition—and how the presence of classroom emotional supports help protect children from poor academic outcomes—Green Dot seeks to engender trust and communication between students and staff to support a positive, supportive school climate. All its schools employ the Safe & Civil Schools curriculum, which guides proactive classroom management techniques and outlines positive teacher-student interaction. Safe & Civil strategies preempt unnecessary referrals for low-level disciplinary incidents, allowing teachers to retain more educationally disadvantaged students in their classrooms where they can benefit from peer interactions and academic instruction.

⁴ Wiggins, G., and McTighe, J. (2005). *Understanding by Design*. New York, NY: Pearson.

⁵ Lemov, D. (2010). *Teach Like a Champion: 49 Techniques that Put Students on the Path to College (K-12)*. San Francisco, CA: Jossey-Bass.

With guidance from designated Safe & Civil staff teams at each school, teachers learn to orchestrate their classrooms with a high degree of structure: beginning and ending routines and clearly displayed classroom rules; explicit instruction in appropriate classroom behavior; and calm and consistent correction of misbehavior. Teachers employ strategies to anticipate and manage student anger, as well as to avoid common triggers for disruptive or harmful behaviors. New Green Dot teachers receive additional professional development to review Safe & Civil principles and practice effective classroom management strategies.

Evaluations

Emerging from its work in TCRP, Green Dot's College Ready Teaching Framework (CRTF)—based on Charlotte Danielson's *Framework for Teaching*—provides a comprehensive teacher evaluation rubric comprised of five domains that define instructional success: (1) Data-Driven Planning and Assessing Student Learning; (2) The Classroom Learning Environment; (3) Instruction; (4) Developing Professional Practice; and (5) Developing Partnerships with Family and Community. Individual teacher's performance levels are rated according to 45 performance indicators, from “ineffective” to “proficient,” using multiple measures to determine their effectiveness, including regular classroom observations, student growth, stakeholder feedback, and—unique to special education teachers—compliance: the degree to which they have met timelines, maintained records, collaborated with IEP teams, and communicated with service providers.

Tenet C: Strong Leadership

Repeated studies have found that quality of leadership accounts for 25% of a particular school's success⁶. (Only effective classroom teaching, with 33%, has greater impact.) Green Dot's Administrators-in-Residence program trains its administrators to succeed in environments with high-risk students, providing a compelling, replicable, model of leadership development. Leadership at Green Dot comprises three components: training for new administrators; ongoing evaluation; and facilities and home office support.

Training for New Administrators

Green Dot's intensive, year-long Administrator-in-Residence (AIR) program has proven a groundbreaking opportunity for new administrators to experience a leadership role at multiple school sites, as well as partner with the organization's home office staff on special projects. A one-month summer immersion program precedes a series of extensive mini-residencies rotating through different school sites where the new administrator shadows successful mentor principals and plays a hands-on role in school operations, while attending weekly leadership development workshops. This is followed by a reflection period when new administrators create and present a design and implementation plan for their own school.

The AIR program provides training and development on the organization's philosophy, core values, and education model; instructional leadership; people management and resource management; community leadership; and problem-solving.

⁶ <http://files.eric.ed.gov/fulltext/ED532065.pdf>

Upon completion of the program, these administrators are prepared to assume a leadership role within a Green Dot school.

Ongoing Evaluation

The organization's school leader effectiveness rubric is comprised of multiple measures reflecting the organization's professional growth and evaluation system. Designed to support student achievement and professional best-practice through the domains of instructional leadership, people management, resource management, and school culture, it aligns with Interstate Leadership Licensure Consortium (ISLLC) Standards, a six-standard metric for measuring education leadership. The rubric provides opportunities for continuous improvement and individual goals targeting student achievement, school improvement, and professional growth. Performance is measured against each domain and related standards at one of four levels: *highly effective*, *effective*, *emerging*, and *entry*. The rubric is designed to give principals and other school-based administrators an interim and summative assessment of their standing in all performance areas, as well as detailed guidance for improvement. Group and individual coaching is required of all principals to improve performance in line with the expectations of the rubric.

Facilities and Home Office Support

To set the right tone for student learning and for the professionals who serve at the schools, Green Dot campuses are kept clean and well-maintained, free of graffiti, overseen by trained security personnel who monitor the students' safe passage to and from school. Just as the organization customizes its academic program to fit a school's specific demographics, it tailors its school climate initiatives based on need. Efforts to improve school climate have significantly

reduced violence, helping to create the kind of safe, nurturing emotional environments in which every student can grow, learn, and thrive. Specialized teams operating from Green Dot's home office provide ongoing support and guidance in areas of instruction, school budgeting, and community engagement. The home office also manages many administrative operations—HR, payroll, procurement, IT support—allowing schools to focus on the essential work of educating at-risk students.

Tenet D: Meaningful Community Engagement

Green Dot does not discriminate against any student, including academically low-achieving and economically disadvantaged ones. Instead, it specifically tailors its student recruiting and enrollment efforts to attract them.

Recruitment and Admissions

For up to 18 months prior to each school's opening, the organization's community engagement team actively solicits ELLs and students with disabilities, engaging in active recruitment and outreach with community events and town hall meetings, embarking on door-to-door canvassing, phone banking, and presentations at local schools to inform parents of their options. Working closely with neighborhood and school leadership, the team uses English and non-English printed materials, and extensive grassroots marketing to ensure the new school's demographic accurately reflects the size and shape of the local population. Disadvantaged students are specifically invited to attend the school and are accepted, up to capacity. (See Section (c): Quality of Project Design for a distinction between startup and turnaround schools.) As a result of Green Dot's outreach efforts, its

schools routinely enroll the same percentage of minority, ELL, and SPED students as neighboring schools.

Involving Parents and Families

Many adults feel alienated from public institutions due to barriers of language and culture; in communities with no history of college success, such isolation is widespread. Green Dot supports parents and families by actively involving them and by equipping them with the skills they need to engage in public life. Green Dot's parent engagement model includes parent representatives in School Advisory Councils (SAC); parent coordinators at each campus who serve as school-community liaisons; Parent Academy courses that train family members in a range of topics; and a Parent Leadership Academy, which empowers community members to become advocates for positive change.

Tenet E: Rigorous, Data-Driven Management Systems

In order to guide decision-making and ensure continuous improvement, Green Dot uses the latest technology to collect and analyze student-, school-, and network-level data. Its comprehensive data collection system provides real-time feedback on student performance, informing changes to instructional strategies and professional development priorities. Such an approach relies on two elements: using data to understand and ensure targeted interventions, and providing tailored academic and non-academic supports that promote high achievement.

PowerSchool software tracks demographic information on each individual student. This empowers each Green Dot school with an accurate accounting of the demographically related needs of students enrolled, so that the school can tailor its instructional programs and other

supports accordingly. A data visualization tool—Tableau—converts school-level academic and disciplinary data into a visual dashboard that allows school and regional leaders to easily identify “hot” and “cool” school performance. And a professional development tool—BloomBoard—gives teachers round-the-clock access to curriculum resources, sample lessons, and videos of effective teaching strategies.

(c) Quality of Project Design

Over the next five years, Green Dot intends to open 20 high quality middle schools and high schools, serving a total of 17,800 students, in the following locations: Los Angeles, California; Memphis, Tennessee; and Tacoma, Washington. The five-year replication and expansion plan is informed by Green Dot's strategic plan. The plan outlines four strategic priorities: 1) Grow Green Dot's impact; 2) Build capacity in schools to achieve academic excellence; 3) Drive sustainable growth in all regions; and 4) Promote a strong organizational culture. At full capacity, across all three regions, Green Dot will serve a total of 36,400 students by 2019.

(c)(1) and (2) Goals, Objectives, and Evidence of Promise

The following logic model provides a guiding framework for the necessary resources to achieve the desired outcomes over the next five years. Five clear, measurable, and ambitious outcomes will set a high standard for success and allow stakeholders to monitor the progress of the project.

Table 1: Green Dot Five-Year Replication and Expansion Plan Logic Model

Goal		
<i>Serve 36,400 diverse, at-risk students with a high-quality, college-ready public education.</i>		
Inputs	Objectives	Outcomes
<ul style="list-style-type: none"> • Successful startup and turnaround model. • Personalized interventions. • Highly effective teaching. • Strong leadership. • Meaningful community engagement. • Rigorous, data-driven management systems. 	<ul style="list-style-type: none"> • Successfully open 20 new schools in three high-need regions. • Enroll a diverse and inclusive student population that reflects the local community. • Develop a rigorous, college-preparatory academic curriculum that acknowledges the potential of all students. • Develop regional cadres of high-quality educators and instructional leaders. • Provide comprehensive wraparound services to address the socio-emotional needs of students and their families. 	<ul style="list-style-type: none"> • Enroll 10,000 students annually in new Green Dot schools by 2019. • Sustain SPED, ELL, high-poverty student populations at a rate at least comparable to neighboring schools. • 100% of new Green Dot schools outperform district schools in state tests. • 100% of new Green Dot high schools outperform district schools in graduation rates. • 100% of high schools outperform districts schools in student retention.
Assumptions		
High need student population consisting of 90% in receipt of free or reduced price lunch, 13% English Language Learners, and 14% requiring special education.		

All schools will support high-need student populations similar to those currently served by the Green Dot model, including: large percentages of students eligible for Free or Reduced Price Lunch; locally representative percentages of English-language learners (ELL); and locally representative percentages of Special Need students.

Objective 1: Successfully open 20 new schools in three high-need regions.

Over the next five years, with the support of a Replication and Expansion grant, Green Dot aims to open ten startup schools and ten turnaround schools in three regions, serving a total of 10,000 students annually.

Table 2: Five-Year Startup and Turnaround School Plan

Region	School	Year opening	Grades at full enrollment	School type
Los Angeles, CA	ACMS2	2014-15	6-8	Startup
Los Angeles, CA	Avalon	2014-15	6-8	Startup
Los Angeles, CA	ACMS1	2014-15	6-8	Startup
Memphis, TN	Fairley	2014-15	9-12	Turnaround
Los Angeles, CA	Pat Brown MS	2015-16	6-8	Startup
Memphis, TN	MCHS2	2015-16	6-8	Turnaround
Memphis, TN	MCHS3	2015-16	9-12	Turnaround
Puget Sound, WA	PSMS1	2015-16	6-8	Startup
Los Angeles, CA	Inglewood MS	2016-17	6-8	Startup
Memphis, TN	MCHS4	2016-17	6-8	Turnaround
Memphis, TN	MCHS5	2016-17	9-12	Turnaround
Los Angeles, CA	Jordan	2017-18	6-8	Startup
Memphis, TN	MCHS6	2017-18	6-8	Turnaround
Memphis, TN	MCHS7	2017-18	9-12	Turnaround
Puget Sound, WA	PSMS2	2017-18	6-8	Startup
Puget Sound, WA	PSHS1	2017-18	9-12	Startup
Puget Sound, WA	PSHS2	2017-18	9-12	Startup
Memphis, TN	MCHS8	2018-19	6-8	Turnaround
Memphis, TN	MCHS9	2018-19	9-12	Turnaround
Memphis, TN	MCHS10	2019-20	6-8	Turnaround

The expansion plan is based on a school model that Green has successfully developed in Los Angeles. Schools listed above as “startup” will open with one grade of 200 students, and will matriculate approximately 165–200 students each year. Schools listed as “turnaround” will entail full transformations of an entire existing school in the first year of operation. Each of the schools listed in the chart above are expected to have between 450-600 students at full enrollment. Green

Dot's concentration on serving middle- and secondary-school students is particularly important given the research showing steep academic declines among minority students after they leave elementary school.⁷ In May, U.S. Education Secretary Arne Duncan noted, "We must reject educational stagnation in our high schools...we must do better for all students, especially for African-American and Latino students."⁸

Green Dot seeks to open clusters of schools in each of its three regions in order to foster collaboration across schools and facilitate the leadership model that has been central to Green Dot's past success. To date, Green Dot has taken on three full-scale turnaround schools within California. While each was officially ranked in the bottom decile of the California Department of Education's Similar Schools Ranking, these three schools were in the bottom percentile of that bottom decile. All three are serving students with a full range of special education needs. The impact of the Green Dot model at one of these schools—Alain LeRoy Locke College Preparatory Academy—has been externally validated by UCLA's National Center for Research on Evaluation, Standards, & Student Testing (CRESST). The CRESST study conducted a matched-pair analysis that followed middle school students from six feeder middle schools to Locke High School and a set of local peer high schools. Four years later, the Green Dot students were 50% more likely to graduate and 3.7 times more likely to graduate college-ready.⁹ CRESST is

⁷ Malaspina, D., and Rimm-Kaufman, S. (2008). Early Predictors of School Performance Declines at School Transition Points. *Research in Middle Level Education Online*, 31(9), 1-16.
<http://files.eric.ed.gov/fulltext/EJ801106.pdf>.

⁸ Duncan, A. (2014, May 7). Statement by U.S. Education Secretary Arne Duncan on National Assessment of Educational Progress 12th-grade reading and math results. Retrieved from <http://www.ed.gov/news/press-releases/statement-us-education-secretary-arne-duncan-national-assessment-educational-pro>.

⁹ Herman, J.L., Wang, J., Ong, C., Straubhaar, R., Schweig, J., and Hsu, V. (2013). *Evaluation of Green Dot's Locke Transformation Project: From the perspective of teachers and administrators*. (CRESST Report 824). Los Angeles,

conducting additional analysis on subsequent cohorts of students, and early results validate how Green Dot's Locke High School continues to outperform comparable schools. The organization's expertise opening turnaround schools has been codified in its *High School Transformation Guidebook*—prepared jointly by Green Dot and The Bridgespan Group, and funded by the Carnegie Corporation of New York—that outlines the organization's proven transformation model. The guide includes a number of tools and resources, and will be used as reference to successfully implement turnaround strategies at the schools listed in the current proposal. (An executive summary of the transformation guidebook can be found in Attachment 9.)

Objective 2: Enroll a diverse and inclusive student population that reflects the local community.

Green Dot's community engagement team will ensure that the student populations at each school reflect the population of the surrounding communities. The schools in Los Angeles and Memphis will enroll a minority population averaging 99%. Over 80% of students across all regions will be eligible for free or reduced-price lunch, with as many as 95% FRL for students in Memphis and Los Angeles. Proportions of English Learners and students with special needs at the proposed school locations will be comparable to nearby district schools. Student diversity at each school will be ensured by a regional director of community engagement, who is trained in culturally responsive practice and has extensive experience working with local underserved populations. This regionalized approach will help Green Dot successfully recruit and enroll a majority African American student population in Memphis and a diversity of African American,

CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Asian, Latino, and mixed-race students in Seattle-Tacoma. (In Los Angeles, Green Dot's student base is primarily Latino.)

Green Dot will sustain such representative student populations by creating safe and welcoming environments both for students and their families. The organization believes engaged parents are critical to ensuring student academic success, and accordingly invests in programs—such as the Parent Academy—that foster parent-school relationships and teach parents proven strategies for helping students to succeed. The impact of similar programs that support parental involvement in their children's education has been validated by a recent study in the *Hispanic Journal of Behavioral Sciences*. The quasi-experimental design study sampled the responses of 564 Latino and non-Latino students and parents to a survey assessing a range of variables associated with school satisfaction, performance, and retention. **The results provide clear evidence of promise for three of Green Dot's proposed project outcomes: “Sustain SPED, ELL, high-poverty student populations at a rate at least comparable to neighborhood schools”; “100% of new Green Dot schools outperform districts schools in state tests”; and “100% of new Green Dot high schools outperform district schools in graduation rates.”** In particular, the research found that “academic encouragement by parents...significantly predicted a student's school success” and “had a direct association with staying in school.”¹⁰

Objective 3: Develop a rigorous, college-preparatory academic curriculum that acknowledges the potential of all students.

¹⁰ Martinez, Jr., C.R., DeGarmo, D.S., and Eddy, J.M. Promoting Academic Success Among Latino Youth. (2004). *Hispanic Journal of Behavioral Sciences*, 26(2), 128-151.

All students attending Green Dot schools will be required to complete a rigorous, college-preparatory curriculum, with intervention and acceleration courses offered beyond the core content areas. Green Dot's curriculum at each school will be aligned to the Common Core and applicable state standards: California, Tennessee, and Washington. More specifically, schools will use the Common Core State Standards for English language arts and math, and local/state learning standards for science, social studies, and visual and performing arts. Instructional Leadership Teams (ILT), comprised of department chairs and teachers, will participate in an annual four-day Common Core "boot camp," as well as five meetings throughout the year, to help support each school's transition to the new Common Core standards.

Green Dot is committed to serving the needs of all students, regardless of background or ability. Green Dot will successfully engage educationally disadvantaged students through a range of academic interventions. Each of these strategies will be coordinated by the regional executive director and implemented by school principals based on the specific needs of the regional student population. Based on Green Dot schools' past experiences serving high needs students, the organization is confident such academic interventions will support each of the project's proposed academic outcomes.

Objective 4: Develop regional cadres of high-quality educators and instructional leaders.

Green Dot believes that highly effective teachers are the single most important factor in determining the success of a school and its students. Embedded in Green Dot's core values is a passion for excellence that pushes staff to strive for professional growth continuously through ongoing professional development, personal reflection, and a thoughtful application of meaningful student data to daily practice. Green Dot will continue its pioneering role as part of

TCRP to improve teacher effectiveness through a Teacher Development Framework and Evaluation System. All Green Dot teachers will receive extensive support throughout the year to develop their craft and careers; teachers who have mastered classroom instruction will be invited into Teacher Leader roles, such as Teacher Leader Facilitator, Department Chair, Data Fellow, and Master Teacher.

The impact of teacher evaluation systems, both on educator performance and student performance, has received extensive attention in recent years. The evaluation framework developed by Charlotte Danielson, on which the Green Dot model is based, has been validated in a number of studies, most notably in a National Bureau of Economic Research report examining the Teacher Evaluation System (TES) implemented by Cincinnati Public Schools. The longitudinal quasi-experimental design study relied on standardized tests and teacher assessments (controlling for years of experience and access to the evaluation system) to estimate the extent to which a teacher's participation in TES improved their performance or effectiveness in promoting student achievement growth. **The results provide clear evidence of promise for one of Green Dot's proposed project outcomes: "100% of new Green Dot schools outperform district schools in state tests."** In particular, the researchers concluded that "high-quality, classroom-observation-based evaluation improves mid-career teacher performance both during the period of evaluation and in subsequent years." Moreover, they write that "students assigned to a teacher after she participates in TES score about 10 percent of a standard deviation higher in math than similar students taught by the same teacher prior to TES participation," adding: "Effects of this size represent a potentially substantial gain in welfare."¹¹

¹¹ Taylor, E.S., and Tyler, J.H. The Effect of Evaluation on Performance: Evidence From Longitudinal Student Achievement Data of Mid-Career Teachers. (2011). *National Bureau of Economic Research, Working Paper 16877*. <http://www.nber.org/papers/w16877>.

Objective 5: Provide comprehensive wraparound services to address the socio-emotional needs of students and their families.

Green Dot recognizes the critical importance of community-based services and parental involvement in addressing the out-of-school challenges that present barriers to student attendance and achievement. Each region's executive director will work with the home office's community partnerships team to replicate Green Dot's collaborative approach to providing a comprehensive and integrated set of high-quality, culturally competent supports to students, families, and community members. Community outreach is adept at building well-informed asset maps of the local institutions surrounding the schools that can partner with Green Dot to provide critical supports to students and families (community centers, neighborhood councils, churches, and nonprofit/social welfare providers).

In particular, Green Dot will seek both national and reputable local partners to deliver annual vision screenings, programs for high-risk youth, and supports for youth in foster care. In California, new Green Dot schools will benefit from the organization's long-term partnership with two local organizations providing mental health and addiction support services for students and families in crisis: SHIELDS For Families and Star View. In Tennessee, Green Dot plans to partner with the following organizations for supplemental emotional, health, and social support services: Le Bonheur Children's Hospital, Achievement School District, Memphis City Schools/Shelby County Schools. In Washington, Green Dot has identified two local behavioral health agencies licensed through the state of Washington Division of Behavioral Health and Recovery—Comprehensive Life Resources and Good Samaritan Behavioral Health—as potential partners to help integrate mental health supports into the school community and build students' social and emotional resiliency.

Each regional office will seek out additional organizations with established track records of providing high-quality services to the community. The design process will involve a comprehensive needs assessment, as well as input from teachers, parents, and community members, to ensure such service solutions are community-driven.

Project Outcomes

Green Dot will use quantitative and qualitative data to monitor progress towards the project's goal and objectives. Performance measures for each school, including project benchmarks, are listed in Section (e): Evaluation Plan.

(d) Quality of the management plan and personnel

The goals and objectives detailed in Section (c) will be achieved through the thoughtful and consistent application of Green Dot's operational and instructional model throughout the grant period and beyond. Green Dot brings 14 years' experience opening and operating high-quality charter schools to the project with well-developed and proven strategies for school design, startup, community outreach, and ongoing operational success.

(d)(1) Timeline, Responsibilities, and Milestones

Project Timeline

The timeline, below, outlines the activities that will ensure the project's success over the next five years.

Table 3: Replication and Expansion Project Timeline

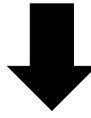
Activities	Responsibility	Timing	Frequency			
			Monthly	Quarterly	Bi-Annually	Annually
<i>Community Outreach and Engagement</i>						
Student outreach/recruitment	Principal; Dir. Community Engagement	Spring				✓
Parent Academy courses	Principal; Dir. Community Engagement	Year-round	✓			
School Advisory Council meetings	Principal; Dir. Community Engagement	Year-round	✓			
Review neighborhood asset map and expand community partnerships	Principal; Dir. Community Engagement	Summer				✓
<i>Human Capital & Professional Development</i>						
New Teacher training	Dir. New Teacher Support	Summer; Year-round		✓		✓
Common Core training	Chief Academic Officer; Dir. New Teacher Support	Year-round		✓		
Teacher professional development	Chief Talent Officer; Chief Academic Officer	Year-round		✓		
Teacher evaluations	Chief Talent Officer	Fall; Spring			✓	
<i>Infrastructure and Resources</i>						
Facilities inventory and procurement	Chief Operating Officer	Spring; Summer			✓	
IT inventory and procurement	Chief Information officer	Spring; Summer			✓	
Review and update vendor contracts	Chief Operating Officer	Spring				✓
<i>Program Evaluation</i>						
School climate/performance assessments	Chief Academic Officer; Chief Information Officer	Fall; Spring			✓	
Student academic	Chief Academic	Year-round		✓		

assessments	Officer; Chief Information Officer					
Administer stakeholder surveys: students, teachers, parents	Chief Information Officer	Spring				✓
<i>Grant Oversight and Management</i>						
Financial analysis and accounting	Chief Financial Officer	Summer				✓
Submit annual reports to the U.S. Department of Education	Chief Executive Officer	Summer				✓

In addition to the project timeline, Green Dot has established a detailed timeline for the planning and opening of each school included in the proposal. Schools will follow a careful launch schedule based on Green Dot's prior experience opening both startup and turnaround schools for immediate academic impact.

Table 4: School Startup & Turnaround Timeline

<i>Planning Year:</i>	
<p>Facilities</p> <ul style="list-style-type: none"> • Finalize and sign facilities use agreement • Material assessment of facility • Purchase of equipment and supplies, including instructional materials • Technology assessment of facility • Purchase of hardware and educational software <p>Staffing</p> <ul style="list-style-type: none"> • Staffing assessment • Identify/recruit administrators, certified and classified staff • Staff training on Green Dot policies and best practices • Administrator training on governance, budgeting, and evaluation 	<p>Enrollment</p> <ul style="list-style-type: none"> • Develop community outreach schedule • Plan and host enrollment event • Produce/distribute bi-lingual informational materials (curriculum, student supports, etc.) <p>Instructional</p> <ul style="list-style-type: none"> • Collect/analyze student transcripts • Run diagnostic tests during Summer Bridge; evaluate results • Assign students to targeted intervention strategies (RTI, IEP) • Teacher training in instructional practices and classroom management



Operating Years One and Two:

- Continue equipment and supply purchase to meet demands of growing school
- Continue enrollment and instructional activities
- Implement Green Dot Parent Academy Initiative
- Implement teacher evaluation system
- Implement professional support system
- Implement benchmarking and testing schedule

(d)(2) School Business Plan

Green Dot schools operate as independent charter schools governed by one of three regional entities: Green Dot Public Schools California, Green Dot Public Schools Tennessee, or Green Dot Public Schools Washington. Schools are supported both by their regional Green Dot office and Green Dot's home office in California. Each school wields a high degree of autonomy in budgeting, personnel, and daily operations. Under the direction of its national board of directors, Green Dot has created a rigorous business plan to ensure the quality and performance of schools beyond the initial period of Federal funding.

Facilities

Facility decisions are influenced by the availability and need for space, as well by the adequacy of the facilities to meet the operational and academic requirements of the Green Dot model. A central office operations team provides schools with support and consultation on all matters related to facilities management and vendor services. The team negotiates new and

renewed facility leases, leads major capital improvement work, and provides support in selected facilities with maintenance vendors. The team ensures all schools are fully equipped with necessary materials and infrastructure, including: desktop and laptop computers, SMART Boards, projectors, networking equipment, and classroom furniture.

Financial Management

Ongoing financial management support is provided by cluster business managers who work with a collection of regional principals to make accurate and timely budget and financing decisions. A central office finance team performs financial analysis and long-term planning for the central office, regional offices, and individual schools. The team sets organization-wide budget goals and objectives; defines and monitors consistent accounting policies; provides operational oversight on the use of grant funding; and completes required state and local reporting requirements. In addition, the finance team ensures that all schools each receive a commensurate share of federal education funds based on student enrollment figures.

Central Office

Green Dot's home office oversees the operational, academic, and financial strategies for all Green Dot schools. Home office staff also collect and analyze school-level data, set network-wide guidelines and policies to ensure alignment across all schools and regions, and provide a variety of back-office functions related to finance and accounting, human resources, development, and communications.

Student Academic Achievement

Green Dot has developed a research-based curriculum that includes course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, interim assessments, and intervention programs. The materials are accompanied by a schedule of professional trainings for teachers and support staff, and a comprehensive timeline of regular benchmark and diagnostic testing to ensure the advancement of all students. The curriculum and associated materials are revised each year to keep pace with changes at the state level. Green Dot's home office Education team—in collaboration with regional, subject-specific curriculum specialists—works closely with school leadership to adapt materials to the specific needs of students. The team developed processes and tools for coaching, evaluating, and supporting teachers, and facilitates region- and network-wide leadership retreats and training.

Governance

Regional offices are governed by a regional board of directors consisting of business, nonprofit, education, and community leaders. Each board provides strategic guidance and governance for local schools and staff, supports the regional directors, monitors academic and operational performance, and ensures adherence with the Green Dot mission. A national board of directors provides fiscal oversight for the organization, guiding its strategic development with feedback from each regional board. Led by the chairman of the board and the chief executive officer, members meet monthly to discuss the replication and expansion project, identify and address barriers to implementation, monitor and provide guidance on policy issues impacting the

new and expanded schools, and review federal and state laws and regulations pertaining to the new and expanded charter schools.

Oversight & Relationships with Charter Authorizers

A local executive director is responsible for the overall success of Green Dot schools in each regional cluster. They manage all directors in their regional office, as well as the SPED program administrator and curriculum specialists in the core subject areas. The executive director coaches, supervises, and evaluates local Green Dot principals, manages the operations and finances of the region, and builds community relationships across the schools. In addition, they serve as the liaison between the regional office and board of directors, and act as the primacy contact for the local chartering authority.

Each Green Dot school is approved and monitored by a charter authorizing agency in the state in which it operates. Following approval, Green Dot works closely with charter authorizers to develop rigorous performance metrics for each school, which are monitored regularly through an annual review process. Letters of support from the following charter authorities appear in Attachment 2: Los Angeles Unified School District, Tennessee Achievement School District, and Washington State Charter School Commission.

Human Resources

Green Dot's home office human capital team is responsible for developing the initial recruiting strategy for each region. Subsequently, the regional executive directors will work with

their director of human capital and human resources to provide on-the-ground support and build relationships with local partners and organizations. The director of human capital and human resources in each region receives ongoing support from the human capital team for managing all employee affairs, including sending offer letters, negotiating employment contracts, administration of benefits, and employee termination.

(d)(3) Multi-Year Financial and Operating Model

Green Dot is committed to an operational model that is entirely sustainable on public funding, and all its schools are expected to be financially self-sustaining on public revenue by their fourth year of operation. This model ensures that Green Dot's practices can be replicated in local schools; it is possible due to the organization's efficient management of state and federal education funding: Green Dot's finance and accounting team ensures that all funding is leveraged for maximum impact, and advisory personnel work closely with campus administrators to establish and maintain successful, financially viable schools. To date, all Green Dot's schools have met their sustainability targets without recourse to increasing class sizes, losing staff, or instituting furlough days. Replication and Expansion grant funds will be used in conjunction with federal revenue—including Federal Nutrition, Title I-III, SIG, and IDEA—to support startup costs at the participating schools. Additionally, Green Dot will actively pursue additional philanthropic funding to cover startup costs not provided for by public revenue streams.

Green Dot's long-term sustainability is most readily achieved through full student enrollment at each of its middle and high school campuses. Green Dot's track record in Average Daily Attendance (ADA) and cohort retention is extremely high, significantly outperforming the

district and state averages in California. Beyond the grant period, the schools will continue to operate independently with state revenue based on ADA. To this end, Green Dot invests in creating safe and welcoming environments, as well as a year-long schedule of parent and student outreach. As schools grow to full scale and regions increase the number of schools operated in a geographic cluster, they will take advantage of economies of scale in order to reduce the need for private funding. In addition, Green Dot will maintain strong internal capacity and positive relationships with charter authorizers and education departments to ensure it is prepared to grow beyond the grant period.

Additional and Aligned Funding

In addition to state revenue, Green Dot expects the schools will receive a number of supplemental federal awards as determined by No Child Left Behind: Title I funds to support academic intervention programs; Title II funds to support teachers' professional growth; and Title III funds to support the specific needs of ELLs. The schools will also receive Federal IDEA and State AB602 funds for the delivery of special education programs to students diagnosed with learning disabilities. Green Dot will use Replication and Expansion funds to pay for key capacity building activities necessary to launch new charter schools: Funds will support the expansion of the school to include all grade levels through operational Years 1 and 2.

Green Dot anticipates a successful Replication and Expansion grant of \$14,012,314 to support 40% of the startup costs associated with the proposed 20 new schools to be opened between 2014 and 2019. The remaining 60%, or \$22,279,257, will be raised through additional philanthropy. In Los Angeles, Green Dot has an existing commitment from the Broad Foundation to support each new school with an award of \$500,000. Historically, the Walton

Family Foundation has supported new Green Dot schools (depending on location) with an award of \$250,000. In Washington, Green Dot has secured \$4.2MM from the Bill and Melinda Gates Foundation toward the startup costs of the regional office and four new schools. In Tennessee, the Memphis Community Foundation has committed \$4.9MM towards Green Dot's expansion into the region. To date, Green Dot has raised over \$10MM in additional startup funding and has defined a pathway to raising the remaining \$12MM during the next five years.

Commitments of Partners and Stakeholders

Green Dot maintains active, long-term relationships with a number of partners and stakeholders critical to the success of each of its schools. School Advisory Councils provide a forum for administrators, teachers, parents, and students to collectively monitor school performance and design policies that foster positive school culture. Green Dot's community engagement team helps to integrate parents and family members more fully into the schools by teaching them strategies for supporting their children's education; more than 2,500 parents participate annually in popular education coursework through the Parent Academy.

Green Dot has already established partnerships with a number of education and community service providers in each region, including ACE Enrichment, ARC after-school programs, City Year, and Teach for America. Every Green Dot schools is a hub for a local network of health and wellness non-profit partners, community safety providers, and academic and life-skills mentoring organizations. Finally, Green Dot is fortunate to receive the ongoing support of several philanthropic partners. Letters of supports are provided in Attachment 2 from the following partners: Los Angeles Unified School District, Tennessee Achievement School District, Washington Charter Schools Association, Charter Schools Growth Fund, The Eli & Edythe

Broad Foundation, The Sheri & Les Biller Foundation, The Poplar Foundation, The Pyramid Peak Foundation, and the Wasserman Foundation.

(d)(4) School Closure

Green Dot is committed to the full success of every one of its schools. Green Dot's rigorous hiring process, extensive system of teacher supports, and ongoing outreach to parents and families, are a reflection of the organization's deep commitment to the students and communities where it operates. Performance is monitored closely and often by diverse stakeholders at the school, in the regional offices, and at Green Dot's home office. Schools failing to meet critical benchmarks are immediately targeted for appropriate supports, ranging from increased support from the regional or home office to the removal of an administrator or teacher(s). Students, teachers, and staff in need of additional services can expect similar attention in the form of counseling, coaching, and professional development.

Over the past fourteen years, Green Dot has closed only one school for failing to meet academic standards and instill a positive school culture. (The step was taken proactively, all students were offered places at other successful Green Dot schools, and the closed high school was transformed into a successful middle school serving an areas where there were none previously.) As stated in the charter, closure of any school requires transparency and open communication. Should it become necessary, each step of the school closure process will be communicated carefully and promptly to students, parents, and the authorizing agency; a final audit will identify any outstanding debts to be paid by the CMO. In addition, Green Dot would offer seats to displaced students at high achieving schools in the nearby community.

(d)(5) Key Project Personnel

Dr. Cristina de Jesus, Chief Executive Officer

Dr. de Jesus oversees all academic programs, curriculum development, human capital, and training programs for administrators and teachers for the organization. Prior to her current role, Dr. de Jesus served for five years as chief academic officer (CAO) overseeing the organization's transition to the Common Core, including teacher training and preparation. As CAO, she also oversaw curriculum development and adaptation to meet the challenges of Green Dot's whole-school turnaround efforts. She previously served for four years as the founding principal of *Ánimo Inglewood Charter High School*, and for seven years as an English and History teacher in the Santa Monica/Malibu School District.

Annette Gonzalez, Chief Academic Officer

Ms. Gonzalez started at Green Dot in 2002 as a ninth grade English teacher and has, over the past 12 years, worked as an assistant principal, principal, regional superintendent, and vice president of education. She has been directly responsible for the design, development, and implementation of Green Dot's academic model and a system of fair and transparent teacher evaluation and high quality coaching and professional development. She will directly oversee the successful implementation of both the Green Dot model and educator evaluation and support systems in Los Angeles, Memphis, and Tacoma.

Megan Quaile, Chief Growth Officer & Project Director

Ms. Quaile served as Green Dot's Vice President of Education for four years, responsible for overseeing the development and implementation of Green Dot's academic model at all of its schools in Los Angeles. She has also been instrumental in Green Dot's teacher effectiveness and performance management efforts. Prior to joining Green Dot, Ms. Quaile was chief executive officer and co-founder of Civitas Schools, a Chicago-based education management organization. Her educational experiences also include positions as principal, assistant principal, English teacher, and coach.

Sabrina Ayala, Chief Financial Officer

As CFO of Green Dot, Ms. Ayala has overseen the organization's dramatic doubling in size while maintaining fiscal health. In a state already ranked forty-ninth in public education funding, she has navigated historic budget cuts without recourse to layoffs, furloughs, reducing services, or increasing class sizes. In addition to developing Green Dot's long-term financial forecasts, including national expansion, Ms. Ayala directly oversees accounting, budget and cash flow management, and payroll and purchasing. Alongside the CEO, she has been responsible for the increases in operational efficiency that allow Green Dot to do more with less: decreasing error rates by over 20%, increasing cash flow by 20 times, and increasing profitability of every business unit and organization wide by 400%.

Dr. Kevin Keelen, Chief Information Officer

As Chief Information Officer, Dr. Keelen oversees the organization's Information Systems and knowledge management departments, and provides support for academic,

operational, and development functions. Prior to this role, he served as Green Dot's director of knowledge management, where he trained administrators, teachers, and members of the home office team on effective collection, analysis, and uses of data. Prior to arriving at Green Dot in 2009, Dr. Keelen was director of curriculum at Revolution Prep, an educational technology and tutoring company. He earned his Doctorate of Education from UCLA in 2009.

Kelly Hurley, Chief Talent Officer

Mr. Hurley is responsible for the recruitment and hiring of all Green Dot personnel. Prior to this position, he served as a cluster director (area superintendent) during the successful turnaround of Locke High School in 2008, where he worked closely with the community to develop partnerships, and with the school administration to ensure the Green Dot model was faithfully implemented.

Damien White, Chief Operating Officer

Mr. White leads Green Dot's human resources, facilities, purchasing, and security services, in addition to supporting the organization's national expansion strategy. He has extensive experience in human capital and charter school management: Prior to joining Green Dot, Mr. White led operations, technology, and new school development at KIPP Los Angeles as managing director of operations. He also served as director of business development for Alliance College-Ready Public Schools, where he designed and implemented a data-driven strategic growth framework to ensure the financial sustainability of new school growth.

(e) Project Evaluation

Participating LEAs will utilize Green Dot's experience to implement an evaluation plan that is thorough, feasible, measurable, and appropriate to the goals, objectives, and outcomes of the project. Green Dot has developed a number of project- and school-specific performance measures and targets to measure progress towards goals and objectives. Project data will be analyzed by the project director in collaboration with Green Dot's management team and executive directors in each region. Quarterly meetings of the project team will be used to monitor progress, identify opportunities for improvement, and document best practices for network-wide distribution. School-specific data will be analyzed by school principals, regional directors, and the project director.

Table 6: Project-Specific Performance Measures

OBJECTIVES	PERFORMANCE MEASURES	EVIDENCE	TIMING
Successfully open fully equipped middle and high schools in high need communities.	Schools open on time (See Section (c): Quality of the Project Design).		Annually
Enroll a diverse and inclusive student population that reflects the local community.	Enroll 10,000 students annually in new schools by 2019-2020 school year. Sustain SPED, ELL, minority, and high-poverty student populations at a rate <i>at least</i> comparable to neighboring schools.	Enrollment data as recorded in PowerSchool student database and managed by Green Dot's knowledge management team.	Monthly
Develop a rigorous, college-preparatory academic curriculum that	100% of high schools will outperform similar schools in student retention.	State standardized test data and promotion/retention	Annually (Summer)

acknowledges the potential of all students. Develop regional cadres of high quality educators and instructional leaders. Provide comprehensive wraparound services to address the socio-emotional needs of students and their families.	100% of new Green Dot schools will outperform similar schools in state tests. 100% of new Green Dot high schools will outperform similar schools in graduation rates.	rates as gathered and analyzed annually by Green Dot's knowledge management team.	
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Green Dot has worked with the local charter authorizers in California, Tennessee, and Washington to develop a broad range of performance measures through which to assess the academic growth of students alongside indicators of school climate and stakeholder satisfaction. The measures listed below are a component of the agreed charter contract and will be subject to review for compliance.

Table 7: School Specific Performance Measures

DOMAIN	METRIC	TARGET
Student Achievement and Growth	Average growth on Scholastic Reading Inventory (SRI)	80 points
	% of students proficient or greater on 4 unit math assessments	40% proficient or above
	% of students with an Student Growth Percentile of 60 or above	50%
	% of Certificated staff recommending Green Dot as an employer	70%
	% of Classified staff recommending Green Dot as an employer	70%
	% of Parents completing volunteer hours	80%

School Culture	% of students suspended in current year vs. previous year	Decrease of 10% each year
	Classified Survey: At my school, plans, policies, & decisions made at the school demonstrate a focus on mission.	2.8 out of 4.0
	Classified Survey: My school is preparing students for college.	2.8 out of 4.0
	Classified Survey: Overall score	2.8 out of 4.0
	Family Survey: % recommending their student's school to a friend	85%
	Family Survey: Teachers at this school have helped me to help my student get ready for their next step in their education.	3.2 out of 4.0
	Family Survey: Teachers at this school have helped my student set high academic goals.	3.2 out of 4.0
	Student Survey Average: My school is preparing me for college.	3.2 out of 4.0
	Student Survey: % recommending their school to a friend	70%
	Student Survey: I feel safe at this school.	3.0 out of 4.0
	Student Survey: My school is preparing me for my future.	3.0 out of 4.0
	Student Survey: Overall Average	3.2 out of 4.0
	Teacher Observation: Overall Average	2.69 out of 4.0
	Teacher/Counselor Survey: At my school, plans, policies, and decisions made at the school demonstrate a focus on mission.	2.8 out of 4.0
	Teacher/Counselor Survey: My school is preparing students for college.	3.2 out of 4.0
	Teacher/Counselor Survey: Overall score	3.2 out of 4.0
Program Success	% Tardies	3% or fewer
	Average Daily Attendance	91% or greater
	D and F Grade Data	20% Ds and F's or less
	Retention Rates	90%
	SPED IEP Compliance	98%

Baseline Data

Green Dot has determined that there is not yet sufficient information regarding the demographics and specific academic attainment levels of incoming students to establish accurate baseline data. As students enroll in fall 2014, the school administration and Green Dot's education team will develop the baseline data with which to assess progress towards performance targets.

Project Evaluator

Green Dot will provide technical assistance, as needed, to each of the schools included in the project, including: training, coaching, evaluation, coordination, teaming, and leadership; efficiency audits of different, related, and overlapping initiatives and projects. Under the direction of the chief information officer, Green Dot's seven-person knowledge management team is committed to compliance with all GPRA data collection and reporting requirements, as shown by their extensive experience coordinating data for federal and state-funded projects: a full-service community school grant in support of the Locke Wellness Center; a federal School Improvement Grant (SIG) supporting the ongoing whole-school turnaround of Henry Clay Middle School; and a federal Teacher Incentive Fund (TIF) award supporting the transition to a performance-based compensation system. They will work with all Green Dot schools to gather and evaluate information on over 36,400 Green Dot students annually, including attendance, truancies, suspensions, expulsions, referrals, graduation rates, drop-out rates, grade level promotion, complete student demographic information, quantitative and qualitative test scores (interim and annual), student growth percentiles, and teacher and student surveys.

Other Attachment File(s)

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Attachment 6: CSP Assurances

CHARTER SCHOOLS PROGRAM – REPLICATION & EXPANSION GRANTEE ASSURANCES

As the duly authorized representative of the grantee, I certify that the grantee has submitted to the Secretary, or will submit within 30 days of the date of the Grant Award Notification, the following items:

- 1) All items described in section V (Application Requirements) of the Notice Inviting Applications for New Awards for Fiscal Year 2012, published in the Federal Register on;
- 2) Proof that the grantee has applied to an authorized public chartering authority to operate each charter school and provided to that authority adequate and timely notice, and a copy, of this application;
- 3) Proof of the grantee's non-profit or not for-profit status;
- 4) A statement as to whether the charter school the applicant is proposing to replicate or expand currently receives, or has previously received, funding for this program either through a State subgrant or directly from the Department;
- 5) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- 6) A description of the State or local rules generally applicable to public schools that will be waived for, or otherwise not apply to, the charter schools the applicant proposes to create or expand; and
- 7) Such other information and assurances as the Secretary may require.

As the duly authorized representative of the grantee, I also certify to the following assurances:

- 8) That the grantee will annually provide the Secretary such information as the Secretary may require to determine if the charter schools created or expanded under this grant are making satisfactory progress toward achieving the objectives described in 5203(b)(3)(C)(i);
- 9) That the grantee will cooperate with the Secretary in evaluating this program;
- 10) That the grantee will use the funds to replicate or expand a high-quality charter school in accordance with the requirements of the CSP;
- 11) That the grantee will ensure that a charter school that receives funds under this program will not receive funds for the same purpose under section 5202(c)(2) of the ESEA, including for planning and program design or the initial implementation of a charter school; and
- 12) That the State will grant waivers of State statutory or regulatory requirements, and a description of the State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the schools the applicant proposes to replicate or expand.

Cristina de Jesus

NAME OF AUTHORIZED OFFICIAL

President & CEO

TITLE

[Signature]

SIGNATURE OF AUTHORIZED OFFICIAL

7/14/14

DATE

Green Dot Public Schools

APPLICANT ORGANIZATION

7/21/14

DATE SUBMITTED

Attachment 1: Résumés and Job Descriptions

Cristina de Jesus
Annette Gonzalez
Megan Quaille
Sabrina Alaya
Kevin Keelen
Kelly Hurley
Damien White
Chad Soleo
Nithya Rayan
Bree Dusseault

Principal
Assistant Principal
Administrator-in-Residence
Curriculum Specialist
Director of Community Engagement
Manager of Community Engagement
Parent Coordinator

CRISTINA GILILLAND de JESUS

1149 S. Hill Street, Suite 600

Los Angeles, CA 90015

(323)-565-1640

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

(7/14 – present)

President and Chief Executive Officer:

- Oversee a \$110 million nonprofit organization that runs 21 public charter schools in Los Angeles
- Support implementation of the Green Dot model in regions outside of California
- Coach, mentor and evaluate Chief Academic Officer, Chief Talent Officer, Chief Information Officer, Chief Operations Officer, Director of Counseling and Services and Director of Special Education and Psychological Services

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA

(8/12 – 7/14)

President and Chief Academic Officer:

- Managed an education team of 55 employees
- Oversaw and assist in the design of teacher effectiveness initiatives, including a new evaluation system, pay for performance system and teacher and school leader support systems
- Facilitated the design of an academic model for the transformation of a large urban middle school
- Oversaw all academic programs, curriculum development and training programs for administrators and teachers
- Oversaw all human capital efforts, including recruitment and retention of staff
- Oversaw the daily operations of 18 public high schools.
- Coached, mentored and evaluated VP of Education, VP of Human Capital, Director of Counseling and Services, Special Education and Psychological Services, Chief Operating Officer and Chief Information Officer

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA

(5/08 – 6/13)

Chief Academic Officer:

- Managed an education team of 40 employees
- Oversaw and assist in the design of teacher effectiveness initiatives, including a new evaluation system, pay for performance system and teacher and school leader support systems
- Facilitated the design of an academic model for the transformation of a large urban middle school

- Oversaw all academic programs, curriculum development and training programs for administrators and teachers
- Oversaw all human capital efforts, including recruitment and retention of staff
- Oversaw the daily operations of 18 public high schools.
- Coached, mentored and evaluated VP of Education, VP of Human Capital, Director of Counseling and Services, Director of English Language Development, Director of Special Education and Psychological Services, Director of After School Programs, and Director of Community Programs.

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA

(10/08 – 5/08)

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 and Director of Security

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA

(11/06 – 10/08)

Vice President of Curriculum:

- Developed an Administrator in Residence program to create a pipeline of future school leaders
- Facilitated the design of the academic model for a transformation of a large urban high school
- Oversaw the daily operations of 18 public high schools in Los Angeles
- Oversaw all academic programs, curriculum development and training programs for administrators and teachers
- 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 a model 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 and facilitated weekly staff development
- 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 a 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)

Annette Gonzalez

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 2014 – Current **Green Dot Public Schools**
Chief Academic Officer

- Supervision of Green Dot Education Team including oversight of 21 schools, Oversight of Curricular Programs including district curriculum, assessments, professional development and the transition to the Common Core State Standards.

July 2013- June 2014 **Green Dot Public Schools**
Vice President of Education

- Supervision of Cluster Directors that oversee 18 schools, both middle and high schools. Supervision of Curriculum Directors that oversee curriculum development and coaching services for teachers across all schools. Oversight of district wide transition to the Common Core State Standards and professional development programs.

July 2008 – Current **Green Dot Public Schools**
Cluster Director

- Supervision of administrators in a Cluster of Green Dot Public Schools. Provide administrators at high schools and middle 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 **Animo Inglewood Charter High School**
Principal

- 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 Animo Inglewood Charter High School

Assistant Principal

- 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 Animo Inglewood Charter High School

Ninth Grade English Teacher

- 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 Animo 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**

Animo 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.

References

Available on Request

MEGAN ANN QUAIL, Ed.D.

112 Harbor Village Drive • Memphis, TN 38013
Phone 213.220.1429 • Email meganaquail@yahoo.com

EDUCATION

Ed.D., Educational Leadership, 2013
University of Southern California Los Angeles, CA
M.Ed., Teaching and Learning, 2000
DePaul University Chicago, IL
B.A., English, 1993
University of Notre Dame Notre Dame, IN

EXPERIENCE

GREEN DOT PUBLIC SCHOOLS 2007-PRESENT
Chief Growth Officer & Interim Tennessee Executive Director 2014- present

- Responsible for oversight of Tennessee and Washington Regions
- Responsible for day to day operations of the Tennessee region, including supervising the regional office and campus principals
- Supervise national team members and regional executive directors

Vice President of National Expansion 2013-20-14

- Responsible for leading Green Dot's efforts to expand to new regions
- Work with strategic planning team to research, investigate and apply to new regions
- Oversee the ramp-up phases of each region, including: hiring, community engagement, setting up regional offices, and designing and implementing the appropriate school model
- Supervise national team members (finance, operations, and education team) and regional executive directors

Vice President of Education 2009-2013

- Supervise and evaluate Cluster Directors and Directors of New Teacher Support, Literacy and Math.
- 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.
- Led contract negotiations with teacher and classified unions.

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 1996-2003

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

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, internal newsletter

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

SUMMARY

Investment Management Professional with 20 years of experience in corporate finances, 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 over \$100 million in revenue for Los Angeles’ fastest growing 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 nearly \$70 Million, yielding \$15 Million in debt forgiveness and weighted average cost of capital of 5.8%
- Bringing to market one of the first New Market Tax credit deals by a Charter Management Organization
- Managed Accounting, Budget and Cash Flow Management, Payroll and Purchasing during the largest decline in education funding in recent history. Decreased error rates by over 20%, while increasing cash flow by 20 times, increasing profitability of every business unit and organization wide by 400%

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

SABRINA M. AYALA

116 Kelp Street, Manhattan Beach, CA 90266
sayala@greendot.org, 310-402-3576

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, Skiing, Hiking, Traveling

Kevin M Keelen, Ed.D.

901 S. Flower St., #506
Los Angeles, CA 90015
kevin.keelen@greendot.org
(213) 393-5897

PROFESSIONAL EXPERIENCE

Chief Information Officer, Green Dot Public Schools (12/13-Present)

- Oversee Information Technology and Knowledge Management functions, including all infrastructure, devices, and applications
- Supervise six managers overseeing seventeen direct reports and fifteen teacher-leaders
- Manage technology element of Common Core transition, including adoption of 400+ Chromebooks for 2014 field testing
- Oversee infrastructure modernization of all Green Dot schools, including new schools added to the Green Dot nationwide portfolio
- Create and oversee unified help desk model for national expansion
- Champion development & use of data warehouse & *Tableau*, providing self-service data to home office, administrators, teachers, counselors, & operational team
- Develop and sustain *Animo Data Fellows* teacher-leader program in support of extant & emerging data systems & technologies
- Work with and provide regular updates to the Green Dot Board of Directors on technology pilots and projects

Vice President of Employee Solutions, Green Dot Public Schools (09/11-11/13)

- Oversee Human Resources, Knowledge Management, and Security functions, representing ~\$20 million organization spend
- Supervise four managers overseeing eleven direct reports, eighteen teacher-leaders, and thirty-five campus security officers
- Create & sustain organization-wide technologies & applications, including employee portal linking Green Dot's systems & technologies
- Champion development & use of data warehouse & *Tableau*, providing self-service data to home office, administrators, teachers, counselors, & operational team
- Develop and sustain *Animo Data Fellows* teacher-leader program in support of extant & emerging data systems & technologies
- Oversee benefits negotiations and benefits selection, including 2013 transition to new benefits carrier and broker
- Define & implement new hire process, linking Human Capital & HR systems
- Support Green Dot-AMU & Green Dot-ACEA union negotiations

Director of Knowledge Management, Green Dot Public Schools (07/09-09/11)

- Served as first-ever department head for most lauded department in Green Dot
- Trained administrators, teachers, and home office staff on using data effectively
- Developed API modeling system to predict Green Dot APIs CMO-wide
- Oversaw student information system (PowerSchool) and data system (DataDirector)
- Supervised team of two PowerSchool administrators and three KM analysts
- Created and maintain Professional Development Portal
- Oversaw development and maintenance of enterprise, home office, operational, and school site dashboards
- Developed and conducted professional development trainings on educational software
- Developed work order system to manage 200+ requests monthly
- Supported education team, including EL, Special Ed, and After-School program
- Served as data & technology lead for *The College Ready Promise*

Director of Curriculum, Revolution Prep (6/07-06/09)

- Developed and maintained SAT, ACT, CAHSEE, Algebra Readiness, and other curricula for nationwide use
- Supervised team of seven curriculum writers
- Wrote and edited workbooks, online courses, teacher materials, and other publications
- Served as liaison to partners and vendors, including Los Angeles Unified School District and Green Dot Public Schools
- Developed professional development curricula and lead training sessions throughout Southern California
- Assessed product effectiveness and impression of products

Assistant Director of Student Life, Marymount College (8/05-5/07)

- Created www.studentlifeonline.com and served as its webmaster
- Developed and maintained campus programming, including social, service and sports
- Supervised departmental intern and student staff of 7-10
- Assisted in development and execution of fall student orientation
- Trained and organized student leaders
- Coordinated volunteer opportunities for campus community
- Managed campus student center and activities therein
- Developed and managed computer reservations system
- Functioned as department representative for emergency on-call rotation
- Awarded “Staff Member of the Year” by students (2006-2007)

Adjunct Instructor, Marymount College (8/05-5/07)

- Develop curriculum and instruct “The Art of Being Human,” an introductory liberal arts seminar for first-year students
- Nominated by students for “Male Faculty Member of the Year” (2005-2007)

EDUCATION

2006-2009	Ed.D., University of California, Los Angeles
2001-2003	M.A., Claremont School of Theology
2000-2000	Goethe-Institute of Bonn, Germany
1996-2000	B.A., Anderson University

PUBLICATIONS

- Author, *Educational Plans in Achieving Student Transfer Goals* (7/2009)
- Contributing Author & Editor, *Revolution K-12 Algebra 1 Workbook* (7/2009)
- Contributing Author & Editor, *Revolution K-12 Algebra 1 Online Course* (7/2009)
- Author & Editor, *Revolution Prep ACT Workbook* (1/2009)
- Contributing Author & Editor, *Revolution Prep ACT Online Course* (1/2009)
- Contributing Author & Editor, *Revolution Prep SAT Workbook* (1/2009)
- Author & Editor, *Revolution K-12 Algebra Readiness Workbook* (5/2008)
- Author & Editor, *Revolution K-12 Algebra Readiness Online Course* (5/2008)
- Contributing Author & Editor, *Revolution Prep SAT Online Course* (3/2008)
- Contributing Author & Editor, *Revolution K-12 CAHSEE Math Workbook* (10/2007)
- Contributing Author & Editor, *Revolution K-12 CAHSEE ELA Workbook* (10/2007)
- Contributing Author & Editor, *Revolution K-12 CAHSEE Online Course* (10/2007)

KELLY HURLEY

1908 Stearnlee Av.
Long Beach, CA 90815
Email khurley@greendot.org

EDUCATION

Jan 1991 – Jun 1993	Azusa Pacific University Masters Degree in Administration	Azusa Pacific, CA
Jun 1989 – Jun 1991	Azusa Pacific University Masters Degree in Pupil Personnel Services	Azusa Pacific, CA
Sep 1983 – Jun 1985	California State University, Long Beach Multiple Subject Credential	Long Beach, CA

EXPERIENCE

GREEN DOT PUBLIC SCHOOLS

2007-PRESENT

Chief Talent Officer

July 2014 –present

- Set strategic direction for executing the human capital aspect of Green Dot
- Develop the short- and long-term employee growth strategy for the organization
- Develop a strategy to reach the right audiences in order to bring the best people into our organization Partner with school leaders to discuss staffing needs and to assist in the selection of high quality candidates
- Design and execute a career pathway to recognize excellent teachers, including evaluation criteria and communication in coordination with The College-Ready Promise
- Oversee the design, execution and training of professional growth plans for every for school site and home office employees
- Manage the performance management process through execution of a 360 feedback survey for all home office team members
- Ensure clear and consistent communication regarding policies and practices and promote positive, constructive employee relations
- Guiding and executing strategies for teacher and classified staff union negotiations
- Serve as a member of the management team and counsel to senior management
- Provide advice and counsel to managers and school administrators in managing personnel issues.
- Led contract negotiations with teacher and classified unions.

Vice President of Human Capital

July 2011- June 2014

- Set strategic direction for executing the human capital aspect of Green Dot
- Develop the short- and long-term employee growth strategy for the organization
- Develop a strategy to reach the right audiences in order to bring the best people into our organization Partner with school leaders to discuss staffing needs and to assist in the selection of high quality candidates
- Design and execute a career pathway to recognize excellent teachers, including evaluation criteria and communication in coordination with The College-Ready Promise
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- Manage the performance management process through execution of a 360 feedback survey for all home office team members

- Ensure clear and consistent communication regarding policies and practices and promote positive, constructive employee relations
- Guiding and executing strategies for teacher and classified staff union negotiations
- Serve as a member of the management team and counsel to senior management
- Provide advice and counsel to managers and school administrators in managing personnel issues.
- Led contract negotiations with teacher and classified unions.

Cluster Director (Area Superintendent) July 2007- June 2011

- Supervise and evaluate principals on eighth 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.

Achievements:

- Successfully transformed a failing LAUSD high school into eight small charter schools.
- With the support of the Locke Family of Schools administrators and teachers, developed a college-going culture at each school site.
- The Locke Family of Schools significantly increased achievement scores as measured by the California High School Exit Exam.
- Established a literacy committee to create an intensive reading, writing and math program for special education students to be implemented in the 2009-2010 school year.
- With the support of a writing committee, established a rigorous writing program to be implemented in the 2009-2010 school year.

High School Principal July 2003 – June 2007
David Starr Jordan High School **Long Beach, CA**

Responsibilities:

- Provide Instructional Leadership for a staff of 160.
- Oversaw and evaluated the math department.
- Provided professional development for all departments.
- Facilitated the Jordan Professional Learning Communities.
- Facilitated the planning and implementation of Small Learning Communities.
- Oversaw a Small Learning Communities Grant.
- Oversaw a 21st Century Grant After School Program.
- Facilitated the writing of the Magnet Schools of America Grant.
- Managed a classified staff of 50 that consisted of school office, grounds, security and custodial.

Achievements:

- Created a school wide action plan that is a model for the district in high school reform
- Successfully implemented Professional Learning Communities
- Increased the number of Small Learning Communities
- Increased the number of students attending Jordan's magnet program.
- Significantly increased achievement scores as measured by the California Standards Test
- Improved the morale of staff and community
- Established and successfully implemented the Jordan Parent Action Committee
- Created and established the first LBUSD high school parent center

Middle School Principal PR/Award # U282M140014 Aug. 2001 – Jun 2003
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 introduced an African-American Parent Committee to improve student achievement
- Removed a \$95,000 budget deficit in one year

Middle School Principal

Oct. 1997- Jul 2001

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

RELATED EXPERIENCES

- LBUSD Mentor Teacher *9/88- 6/90*
- President of Association of Long Beach Employee Management *6/99-6/00*
- Trainer of Trainers for SREB Culture and Climate Module to principals and assistant principals in LBUSD *9/06-6/07*
- Represented LBUSD as presenter of High School Reform at various conferences *9/04-6/07*

DAMIEN D. WHITE

5214 Scott Street

Torrance, CA 90503

(310) 948-3765

Damien.D.White@gmail.com

PROFESSIONAL PROFILE

Highly effective leader with a track record of developing sustainable and efficient operations solutions for rapidly expanding nonprofit education organizations. Over 15 years of strategic planning and project management experience with high performing charter school organizations and fortune 500 companies

KEY COMPETENCIES

Leadership • Strategic Planning • Human Capital Management • Operations • Project Management • Financial Modeling • Communications • Charter School Management • Instructional Technology

PROFESSIONAL EXPERIENCE

Green Dot Public Schools, Los Angeles, CA

February 2014 – Present

Chief Operating Officer

Responsible for leading a team of operations professionals in human resources, facilities, purchasing, security and other school services for a high performing non-profit charter management organization with 21 schools serving over 10,000 students. Develop strategies and systems that support the organizations rapid growth and national expansion

KIPP Los Angeles Schools, Los Angeles, CA

October 2012 – February 2014

Managing Director of Operations

Led operations, technology, new school development and compliance for a high performing non-profit charter management organization with 9 schools and approximately 3,000 students. Developed strategic and tactical operations plans for the region and led the new school development process designed to support 2 new school openings per year over 5 years

- Led nutrition program contract negotiations and program changes expected to improve gross income by \$130K
- Designed a comprehensive school nutrition program financial model that improved forecasting and decision making
- Negotiated a new janitorial / maintenance service contract with expanded services and an anticipated \$5K annual cost savings
- Developed and implemented a new performance management system and staffing model for operations staff resulting in significantly higher employee retention rates
- Recruited and hired 11 school and school support center based staff
- Identified \$20K in annual utility savings for schools
- Led the launch of KIPP LA Schools intranet which improved communication, information sharing and collaboration

Alliance College-Ready Public Schools, Los Angeles, CA

July 2010 – September 2012

Director of Business Development

Led strategic planning, operations and a staff of 2 for a highly successful non-profit charter management organization with 20 high performing schools. Managed 2 IT coordinators, vendor relationships and budgeting as the interim Director of IT

- Designed and implemented a data driven strategic growth framework to ensure that new school growth is financially sustainable and aligned with Alliance goals. Established the use of market analytics to identify new school sites and target underserved communities
- Developed an IT strategic roadmap aligning department priorities with the organizations strategic goals. Recommended human capital improvements culminating in the addition of a CIO and Customer Service Manager position
- Led the development of an Assistant Principal Leadership Framework and evaluation process aligned with TCRP teacher effectiveness frameworks
- Improved IT staff job descriptions by benchmarking industry standards and requiring critical technical certifications

- Implemented a Human Resource Information System that eliminated paper based record keeping and supported data collection and reporting for The College Ready Promise teacher effectiveness initiative
- Redesigned the organizations technology acquisition process highlighting compliance issues and significantly reducing the risk of a failed audit and the potential forfeiture of millions in grant funds

Toyota Motor Sales, Torrance, CA

August 2004 – July 2010

Marketing Planner and Business Planning Consultant

Developed marketing strategies and led cross-functional teams through 3 new product launches including the #1 selling car in America. Demonstrated strong business acumen across functional areas and created insightful analysis of key issues to facilitate executive decision-making

- 1 of 12 associates selected for a 2 year Graduate Management Associate rotation program
- Managed a large cross functional team through the Venza product launch including marketing strategy development and sales force training with forecasted revenues of \$1.8 billion. Surpassed key launch KPI's by 17%
- Led the planning of Toyota's annual All Employee meeting including presentation and speech development, logistics and communications
- Lead trainer for 12 regions and hundreds of sales associates. Developed training materials and led in person training sessions
- Created a financial model to identify the effect of product launch delays on profitability. Identified over \$1B in potential savings

General Motors Corporation, Warren, MI

1998 - 2002

Senior Manufacturing Engineer

Led cross-functional teams through the successful launch of 3 new products and led manufacturing problem solving efforts for a high profile product launch at a Canadian assembly plant

- Managed 62 assembly workers during a difficult plant shutdown year and met quality and throughput goals
- Developed a business case analysis for an outsourcing proposal by examining cost, risk, and impact to product quality. Recommendations and insights prevented a \$3M increase in equipment cost
- Managed a \$1M budget and led cross functional teams and vendors through 3 major product launches

EDUCATION

The Broad Residency in Urban Education (working towards accreditation)

Los Angeles, CA

Master of Education in Education Leadership

Residency Placement: Alliance College-Ready Public Schools

July 2010 – July 2012

Leadership program that places participants into high-level managerial positions in education organizations. Residents receive two years of professional development and access to a nationwide network of education leaders. The program is highly selective accepting only 2% of applicants

University of Southern California, Marshall School of Business

Los Angeles, CA

Master of Business Administration: Marketing Strategy

May 2004

International Exchange Student, Melbourne (Australia) School of Business

Fall 2003

The Consortium for Graduate Study in Management Fellow

University of Wisconsin-Milwaukee

Milwaukee, WI

Bachelor of Science, Major: Mechanical Engineering

December 1997

Track and Field Scholarship

EDUCATION LEADERSHIP ACTIVITIES

- **Vice President of the National Society of Black Engineers** 1996
Led a Pre-College Initiative program designed to encourage high school students to pursue careers in technology
- **Junior Achievement Volunteer** 1999-2008
Taught a business curriculum to K-6 students

- **Treasurer of the African American Collaborative at Toyota**
Led Technology for Life Program at Crenshaw High School

2008

15389 Ashley Court
Whittier, CA 90603

(310) 995-5625

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, 2013- Present Green Dot Public Schools, Los Angeles, California
Vice President of Advancement

- Establish goals, co-develop strategy, and monitor progress for meeting benchmarks in each of the advancement departments: community engagement, development, communications, and public affairs.
- Manage the Administrator in Residence program, serving ten resident school leaders, and build the program’s capacity to meet the needs of leadership development in partnership with the Los Angeles Unified School District (LAUSD).

July, 2009- August, 2013 Green Dot Public Schools, Los Angeles, California
Cluster Director (Assistant Superintendent)

- Coached 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.
- Evaluated school principals routinely in the areas of instructional leadership, people management, resource management, problem-solving and community leadership.
- Created and delivered professional development for school administrators.
- Developed and supervised the Administrators in Residence Program.
- Represented charter management organization in negotiations with Asociación de Maestros Unidos, a CTA affiliated teachers’ union.

January, 2007- August 2012 Green Dot Public Schools, Green Dot New York Charter High School New York, New York
Consultant

- Coached 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.

January, 2007- June, 2011 Loyola Marymount University Los Angeles, California
Lecturer, Visiting Professor, University Supervisor

- Mentored candidates over the course of their studies with the program, specifically serving as liaison between the candidate’s school site supervisor and the LMU program, and offering guidance related to clinical practice fieldwork projects.
- 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- July 2009 Green Dot Public Schools, Animo Pat Brown Charter High School Los Angeles, California
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		Average Daily Attendance	
	ELA	Alg.1	Bio.	Chem.	W. Hist.		US Hist.	10th Grade Pass Rate		English
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 I.
- 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**, and recognized as an EPIC Silver Gains 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

Master Teacher, English Immersion Summer Program

Qingdao, China

- Designed and delivered advanced ESL curriculum
- Created and supervised a cultural exchange sub-program within context of curriculum

DISTINCTIONS:

- 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

REFERENCES:

- Ms. Christina de Jesus, Green Dot Public Schools, *President & Chief Academic Officer*
(213) 621-0276
- Ms. Megan Quaile, Green Dot Public Schools, *Vice President*
(213) 220-1429

ADDITIONAL REFERENCES AVAILABLE UPON REQUEST

NITHYA RAJAN

EXPERIENCE

Green Dot Public Schools

Los Angeles, CA

A leading charter school operator helping transform public education

Vice President of Strategic Planning

July 2014 – current

- **National Expansion:** Driving growth and expansion into new regions, securing charter petitions, developing business plans, building governance structures, supporting early-stage community engagement efforts and seeking philanthropic funds for startup.

Director of Strategic Planning

October 2011 – July 2014

- **Strategic Plan and Strategic Projects Execution:** Develop strategic plan, facilitate implementation of the plan and steward annual goal-setting and dashboard review process. Manage a team of 3 in problem solving and execution on high priority strategic initiatives.
- **Growth Strategy:** Lead decisions regarding growth and expansion
- **Management and Board Facilitation:** Support the CEO and management team effectiveness, facilitate senior management team meetings, support the CEO in strategic interactions with the Board of Directors, and plan and execute All-Staff meetings.

The College-Ready Promise (TCRP)

Los Angeles, CA

A coalition of high-performing charter management organizations: Alliance, Aspire, Green Dot, and PUC Schools

Interim Executive Director

April 2011 – October 2011

- **Project Management:** Drive the implementation and day to day management of core human capital initiatives and communicate progress to Board of Directors and key funders
 - Coordinate and connect work across multiple teams to ensure alignment of core work and support functions
 - Manage vendors and content partners related to initiatives
 - Hold CMO teams and Board accountable for delivering on commitments; intervene and redirect as needed
- **Hub Management:** Manage a small “hub” team focused on communications, knowledge management and data analysis and manage the day to day operations of the “hub”
- **Grant Management:** Align project management and Hub functions with restructuring of The College-Ready Promise partnership, undertaken to provide more autonomy to CMOs while maintaining shared goals

Director of Performance Management

July 2010 – March 2011

- **Performance Management:** Develop performance management and oversight system
 - Manage reporting and tracking and surface performance issues for course correction
- **Project Management:** Align implementation of other grant funds to the TCRP teacher development system
- **Financial Management:** Manage finances to ensure operational sustainability and equitable allocation of resources
 - Conduct semi-annual budgeting process
 - Track actual expenditures for periodic reports to Board and funders and oversee annual audit

BOOZ & COMPANY

Chicago, IL

Management consulting firm

Senior Associate, Healthcare Group

Sep 2009 – July 2010

- **Low Cost Model:** Led team in developing a new low cost model of operations and go-to-market strategy for small group segment of a leading health insurance plan
- **Blockbuster Drug Best Practices:** Led team in conducting primary research about the launch strategies of ten blockbuster drugs; analyzed implications for biotech client’s pre-launch planning for two pipeline compounds
- **Novel Partner Collaboration Strategy:** Led team in designing innovative collaboration opportunities between a leading biotech company and a health insurer to improve patient outcomes and increase the cost effectiveness of care

Associate, Healthcare Group

Sep 2007 – Sep 2009

- **New Market Entry Strategy:** Assessed opportunities for leading packaged foods company to enter healthcare space
 - Evaluated market dynamics, market size, and market requirements to develop a set of strategic options for client
 - Interviewed key stakeholders to develop a market-back view of product requirements and supporting capabilities
- **International Expansion Strategy:** Developed international expansion strategy for leading hair care manufacturer
 - Analyzed business case to understand value creation from entry into new markets
 - Identified potential acquisition candidates and alliance partners in target markets
- **Five Year Strategic Plan:** Evaluated market dynamics and structure in foster care and family services market
 - Matched market trends to internal capabilities to develop future vision, strategy
- **Scaling for Growth:** Developed growth strategy and supporting organizational structure for ancillary insurer

- Designed pilot to test recommendations
- **Patient Care Model Design:** Designed new care model for the uninsured at a public hospital
 - Developed business case for future care model and designed infrastructure to ensure cost-effective care delivery

WHENU.COM

New York, NY

Internet advertising company specializing in targeted marketing solutions

Director, Advertising Operations

Aug 2003 – July 2005

- Optimized performance of a portfolio of search term advertisements generating \$10 million in annual revenues
 - Led an 11-member team to implement and grow portfolio to 25% of the company's revenue in 9 months
 - Created a paid search listings advertising product that generated \$2 million in revenues in its first year

Manager, Advertising Operations

- Used controlled experiments in ad targeting to deliver ad views and identify potential leads for online finance clients
 - Increased average ad buy delivery rates in the online finance segment from 40% to 80% over 6 months

DRESDNER KLEINWORT WASSERSTEIN (DrKW)

New York, NY

Boutique investment bank specializing in mergers and acquisitions

Analyst, Food and Consumer Group

July 2002 – Aug 2003

- Analyzed companies in the food, consumer and retail industries for strategic advisory assignments

EDUCATION

THE UNIVERSITY OF CHICAGO, GRADUATE SCHOOL OF BUSINESS

Chicago, IL

Master of Business Administration, Concentrations in Strategy, Finance and Entrepreneurship

Sept 2005 – June 2007

- Selected by faculty to teach full-credit course on leadership, effectiveness and development (LEAD)
- Dean's Honor List (4 of 6 quarters); GMAT: 710 (95th Percentile)

DARTMOUTH COLLEGE

Hanover, NH

Bachelor of Arts in Economics and Spanish Literature

Sept 1998 – June 2002

- GPA: 3.7/4.0; Graduated *Magna Cum Laude*; Rufus Choate Scholar for 2002 (top 5%); interned at Goldman Sachs

ADDITIONAL

- Broad Resident, Broad Residency in Urban Education 2010 – 2012
 - One of 40 leaders selected for intensive two-year management development program that trains emerging leaders for senior management positions in large urban districts, leading CMOs and the United States Department of Education.
 - Participated in eight rigorous professional development sessions covering Foundations of Urban Education, Strategic Transformation of School Systems, Organizational Change, and Leadership Development.
- Fluent in Spanish; avid reader, tennis player and trail runner; aspiring cook
- Taught Summerbridge and Junior Achievement; Auxiliary Board member - Noble Network of Charter Schools

Brianna N. Dusseault

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(617) 869-7804

EXPERIENCE

Washington State Charter Schools Association

2013 – present

“WA Charters” is a statewide association and leadership incubator with the mission to ensure that 100% of Washington State’s charter schools are high performing, innovative schools focused on serving at-risk student populations and accessible to all.

Co-Founder and Director of the Leadership Center

- Launched and oversee the Leadership Center, which provides a 2-year leadership program to aspiring charter school founders
- Building relationships with foundations, districts, high performing CMOs and national talent pipelines to identify strategic partnerships and plan the development of a cohesive charter “ecosystem” across the state
- *Fundraised \$4.2M from the Bill & Melinda Gates Foundation*
- *Supported 7 of the 8 first authorized schools; 100% of leadership program schools were authorized*

Seattle Public Schools, Seattle, WA

2010 – 2013

Seattle Public Schools serves 50,000 students in 93 schools in the metro Seattle area.

Executive Director of Schools

- Supervised 20 schools in the Southeast region of Seattle; region includes 9,000 students with 650 staff; 75% free-reduced lunch population and over 100 languages spoken
- Designed and lead professional development and instructional coaching for principals in the Southeast region and District
- Contributed to district-wide strategic decisions as a member of the Superintendent’s Cabinet
- Built strategic relationships with labor partners, Seattle community leaders and families, surrounding districts, philanthropies
- Implemented new, 4-tiered teacher and principal evaluation systems over three year roll-out
- Facilitated creation of district-wide interim assessment system to advance data-driven instruction
- *Southeast region schools’ performance on state tests grew by 11% in math and 8% in reading, approximately three times the pace of the district*

Center on Reinventing Public Education, Seattle, WA

2008 – 2010

The Center on Reinventing Public Education engages in independent research and policy analysis on K-12 public education reform issues, including urban district reform, finance and productivity, leadership, teachers, charter schools, and state and federal reform.

Researcher

- Lead analyst for the *Charter Management Organization Effectiveness* study: Analyzed the educational, financial, and organizational structures of CMOs to determine effective practices in school management. Research included observations of 20 CMO schools and interviews with dozens of CMO executives, principals and teachers
- Analyzed the effectiveness of “portfolio” school districts in student performance and organizational coherence
- Evaluated New Orleans’ Recovery School District high school turnaround program. Analyzed various models of charter and district turnaround schools

SciAcademy Charter High School (Collegiate Academies), New Orleans, LA 2008 – 2009

Sci Academy is an urban charter high school with a college prep focus. Over 90% of students are from minority and low-income backgrounds.

Adviser to Principal

- Partnered with principal to develop instructional and organizational materials and strategies in first year of school's operation. Supervised, observed and coached teachers
- *Graduate Exit Exams were highest in the District, with 88% passing math and 80% passing English. School featured on Oprah and the BBC*

New Orleans Charter Middle School (now Arthur Ashe), New Orleans, LA 2007 – 2008

NOCMS (now Arthur Ashe) is a K-8 school whose mission is to provide students a college-preparatory academic program while nurturing their social and emotional development. Over 90% of students are from minority and low-income backgrounds.

Founding Principal

- Launched school's academic program and supervision/observation system. Trained staff in curriculum design, data-driven instruction and rigorous pedagogy
- Created cohesive school culture, designing policies, practices, and traditions grounded in high expectations and community
- *Students' test scores in math and English grew by 43%; 6th grade math surpassed state average*

City on a Hill Charter High School, Boston, MA 2002 – 2005

City on a Hill is an urban charter high school focused on college prep, teacher leadership, student citizenship, and public accountability. Over 90% of students are from minority backgrounds; 70% are designated low-income. One hundred percent of graduating students are accepted to 2- and 4-year universities.

Mathematics Department Head

- Mentor teacher with Simmons University; restructured the mathematics department; reshaped the mission and policies of the school over a multi-year rebuilding period
- *School-wide math proficiency rate increased from 66% to 95%*

The Monitor Group, Cambridge, MA 2000 – 2002

The Monitor Group is a strategy consulting firm that provides analytical and professional services to private, public, and nonprofit clients in the US and internationally.

Consultant

- Analyzed key strategic issues for Fortune 500 and non-profit clients, including finances, marketing, and organizational economics. Trained in organizational management skills, benchmark analysis, program implementation

Inspire, Inc., Boston, MA 2000 – 2002

Inspire is a volunteer-based nonprofit organization that provides consulting services to charter schools and youth development nonprofit organizations.

Executive Director; Board Member through 2007

- Managed staff of 10; ran quarterly board meetings
- *Grew organization by 30% to include 100 members; expanded to new office in New York*

EDUCATION

Harvard Graduate School of Education, Class of 2007, Cambridge, MA
Masters in Education; School Leadership Program

Catherine B. Reynolds Fellow in Social Entrepreneurship (Harvard Kennedy School)

Dartmouth College, Class of 2000, Hanover, NH

B.A. in Economics; *summa cum laude*

Phi Beta Kappa member, Rufus Choate Scholar, Presidential Scholar

BOARDS

City Year Seattle, Seattle, WA

2012 – Present

City Year is a national non-profit that trains corps of diverse youth to work with struggling students to improve attendance, behavior and academic achievement.

Families and Education Levy Oversight Committee, Seattle, WA

2010

The Levy Oversight Committee determined the priorities and strategies for the City of Seattle's \$231 million, 7-year levy raised to improve the academic achievement of struggling students.

DREAM, Inc., Burlington, VT

2002 – 2007

Founding Board Member of DREAM, a statewide organization that creates educational opportunities and intensive mentorships between college students and children living in housing communities.

PUBLICATIONS

"National Study of Charter Management Organization (CMO) Effectiveness." (with Robin Lake, Melissa Bowen, Allison Demeritt, Paul Hill), *Center on Reinventing Public Education* (2010).

"Portfolio School Districts for Big Cities: An Interim Report." (with Paul Hill, Christine Campbell, David Mceneffee-Libby, Michael DeArmond, Betheny Gross), *Center on Reinventing Public Education* (2009).

"Did Individual Retirement Accounts Actually Raise Revenue?" (with Jonathan Skinner), *Tax Notes* 17(4) (2000). Also in *Business Week* and *The Christian Science Monitor*

PRESENTATIONS

"Leadership Now More Than Ever: Building the Pipeline for the Future in Urban Schools / Developing Principals' Instructional Leadership Capacity as a School Improvement Strategy." (with Max Silverman, Center for Educational Leadership), *Council of the Great City Schools Annual Conference* (2012).

"Interim Findings from a National Study of Charter Management Organizations (CMOs) Effectiveness." (with Robin Lake), *National Charter Schools Conference* (2010).

Green Dot Public Schools

LOS ANGELES - Principals (2014-15 school year) (4036)

JOB POSTING

Job Details

Title **LOS ANGELES - Principals (2014-15 school year)**

Posting ID **4036**

Description **OPPORTUNITY:**
We are seeking talented educational leaders, with a desire to foster high levels of academic achievement in urban high schools. Our Principals are truly empowered and, in conjunction with teachers, have autonomy over all hiring, budgeting and curriculum decisions. Principals will be held accountable for delivering student results in line with agreed upon goals. To learn more about what it's like to be an administrator at Green Dot, please visit <http://www.greendot.org/careers/admins>.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- > Hire and develop school staff (certificated and classified)
- > Serve as administrator and instructional leader of the school, direct and supervise the curriculum and guidance program of the school
- > Responsible for planning the master schedule of classes for students and for assigning members of the certificated staff
- > Evaluate the performance of teachers and other school employees and counsel them on their individual development
- > Mold student discipline policies to meet unique student population needs
- > Direct financial and human resources at the school site
- > Responsible for school budgetary planning and business operations
- > Work closely with parents and the community at large
- > Initiate and implement community support and advisory groups
- > 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)

QUALIFICATIONS:

- > A minimum of 5 years teaching experience, preferably at the middle or high school level, with a history of improving student achievement
- > Experience as a principal is preferred but not required
- > Experience working in an urban school setting
- > Experience with leadership roles (mentor teacher, department chair, assistant principal, etc.)
- > Prior administrative experience is a plus
- > 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
- > California Clear single-subject or multiple subject teaching credential
- > A passion for improving urban high schools and driving education reform
- > Knowledge of bilingual education
- > Bilingual (English/Spanish) highly desirable
- > **Valid CA Administrative Credential or comparable out of state credential which is transferrable**

This employer strives for a balanced, productive workforce, which is diverse in terms of age, gender, and cultural identity. We do not base hiring or promotional decisions on factors other than performance and professional growth potential.

COMPENSATION:

The salary range for Principals is \$95,000 - \$113,000 based upon experience. We also match your 8% contribution to CalSTRS by 8.25%. In addition, we offer a comprehensive benefits plan as well as the opportunity to impact a growing, mission-driven organization that is committed to the success of Los Angeles students.

Only applicants chosen for an interview will be contacted. We are looking to fill these openings for a July 1, 2014 start.

Shift Type **Full-Time**
Salary Range **\$95,000.00 - \$113,000.00 / Per Year**
Location **Various Green Dot schools**

Applications Accepted

<i>Internal Start Date</i>	02/12/2014	<i>Public Start Date</i>	02/12/2014
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Green Dot Public Schools

LOS ANGELES - Assistant Principals (2014-15 school year) (4034)

JOB POSTING

Job Details

Title **LOS ANGELES - Assistant Principals (2014-15 school year)**

Posting ID **4034**

Description **OPPORTUNITY:**
We are seeking talented educational leaders, with a desire to foster high levels of academic achievement in urban high schools. Assistant Principals will aid in leading a comprehensive senior high school, and are truly empowered administrators. In conjunction with the Principals and teachers, Assistant Principals will have autonomy over all hiring, budgeting and curriculum decisions at the school site. To learn more about what it's like to be an administrator at Green Dot, please visit <http://www.greendot.org/careers/admins>.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- > Serve as administrator and integral part of the instructional leadership of the school, direct and supervise the curriculum and guidance program of the school
- > Responsible for student discipline and attendance.
- > Evaluate and supervise school curriculum and instruction program with the all departments.
- > Coordinate and supervise safety plan (crisis team, building inspection, building keys and inventory, compliance laws).
- > Supervise and evaluate the performance of classified and certificated personnel.
- > Coordinate and supervise the Athletic Director and the school's athletic program.
- > Knowledge of athletic rules (i.e. NCAA regulations, CIF, etc).
- > Coordinate transportation and supervise classified personnel within this department.
- > Oversee scheduling of field trips.
- > Organize and inventory technology equipment.
- > Assist in developing and maintaining the school budget.
- > Assist with the development of a Master Class Schedule.
- > 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 (ie student recruitment).

QUALIFICATIONS:

- > A minimum of 5 years teaching experience, preferably at the middle or high school level, with a history of improving student achievement
- > Experience as an assistant principal is preferred but not required
- > Experience working in an urban school setting
- > Experience with leadership roles (mentor teacher, department chair, assistant principal, etc.)
- > Prior administrative experience is a plus
- > 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
- > California Clear single-subject or multiple subject teaching credential
- > A passion for improving urban high schools and driving education reform
- > Knowledge of bilingual education
- > Bilingual (English/Spanish) highly desirable
- > **Valid CA Administrative Credential or comparable out of state credential which is transferrable**

This employer strives for a balanced, productive workforce, which is diverse in terms of age, gender, and cultural identity. We do not base hiring or promotional decisions on factors other than performance and professional growth potential.

COMPENSATION:

The annual salary range for Assistant Principal is \$83,000 - \$97,000. We also match your 8% contribution to CalSTRS by 8.25%. In addition, we offer a comprehensive benefits plan as well as the opportunity to impact a growing, mission-driven organization that is committed to the success of Los Angeles students.

Only applicants chosen for an interview will be contacted. We are looking to fill potential positions by July 1, 2014.

Shift Type **Full-Time**
Salary Range **\$83,000.00 - \$97,000.00 / Per Year**
Location **Various Green Dot schools**

Applications Accepted

Internal Start Date **02/12/2014** *Public Start Date* **02/12/2014**



Administrators-in-Residence LOS ANGELES

Reports to: VP of Education

Classification: Full-time, Exempt, Administration

Start Date: July 2014

Location: Los Angeles

ABOUT GREEN DOT:

Green Dot Public Schools (www.greendot.org) is the leading charter school operator in Los Angeles, one of top three largest in the nation, and an important catalyst for education reform in the State of California. We are the only charter school operator in the country to lead the wholesale take-over and turn-around of a 3,000-plus student high school, and the U.S. Department of Education featured Green Dot as a national leader in school turnarounds. Green Dot currently employs over 900 dedicated mission-driven personnel to serve more than 10,000 students.

Green Dot's mission is to transform public education in Los Angeles so that every student can graduate, prepared for college, leadership, and life. We achieve this mission by running a network of middle and high schools in low-income communities, and influencing the Los Angeles school district to transform its failing secondary schools into clusters of small successful schools.

Green Dot is also expanding nationally and as part of the Achievement School District, will take on a school turn-around in Memphis, TN in the fall of 2014.

OPPORTUNITY:

We are seeking talented educational leaders with a desire to foster high levels of academic achievement in urban high schools. Green Dot's year-long, paid Administrator in Residence Program gives these applicants the opportunity to shadow Green Dot principals, work in school leadership capacity at multiple Green Dot sites, partner with Green Dot home office support staff on special projects, and prepare a portfolio of resources for school leadership opportunities available at the end of the residency. This program would require that you leave your current position (at the end of this school year) in order to spend the next year training to become an administrator at a Green Dot school the following school year. To learn more about what it's like to be an administrator at Green Dot, please visit <http://www.greendot.org/careers/admins>.

ESSENTIAL DUTIES & RESPONSIBILITIES:

The purpose of the Administrator in Residence program is to induct and train principals in the following areas:

- > Green Dot philosophy, core values, and education model
- > Building Culture
- > Instructional Leadership
- > People and Resource Management
- > Community Leadership
- > Problem Solving

The program provides ongoing support for the administrators in residence as they develop their philosophy of education and leadership and as they develop key foundational elements prior to

the opening of a school (mission/vision, professional development protocols and procedures, course offerings, graduation requirements, discipline policies and process).

Expectations of the Program

Administrators in Residence will perform the following tasks during their year in residency:

- > AIRs are on the principal work calendar
- > Monday – Thursday: Each AIR will be assigned to a specific school from 7:30 – 4:30 for the purposes of shadowing administrators at the site and assisting with key administrator duties. The AIR will be assigned to a school for a quarter at a time and then assigned to a different school the following quarter. During their quarter at the school site, the AIRs will be assigned special projects to complete by the principal.
- > Friday: Work on projects as assigned at the Home Office from 8:00 – 4:30
- > Meet with Cluster Directors every Friday for 2 hours to discuss progress toward projects and weekly reflections
- > Attend 95/5 sessions and Key Results walkthroughs
- > Attend each of the following events at an assigned school:

Semester 1:

- ½ day of a staff retreat
- Site budget meeting
- Summer parent orientation
- Back-to-School Night
- PTA/PTO/ Parent meeting
- Discipline Review Board Committee meeting
- School Advisory Council meeting
- Student Success Team meeting

Semester 2:

- Site budget planning meeting for the next school year
- Master scheduling training/ planning session
- Discipline Review Panel meeting (home office)
- IEP meeting
- School Advisory Council meeting
- 9th grade lottery

Assist an assigned school with the following:

- * 9th grade placement testing
- * Developing a schedule and teacher training for testing
- * Co-plan and co-facilitate a late-start PD session with site administrators
- * Shadow a formal observation of a teacher
- * Observe a pre-observation and post-observation meeting for a formal observation of a teacher

Assist GD Ed Team with the planning and delivery of:

- * New teacher trainings
- * Benchmark collaboration days
- * All Green Dot days

Program Assignments

- > Complete weekly log/journal of reflections based on work at schools and at the Home Office
- > Complete Home Office projects as assigned. Upon completion of project:
 - * Present completed project to members of the Ed Team.
 - * Fill out reflection form

- > Complete assigned readings

- > Create and present Portfolio by March, including:
 - * All weekly reflections and reflections written after finishing home office projects
 - * Rough draft of mission for the AIR's school (*assume a new school for the purpose of this element*) along with materials to be used to generate discussions with staff about mission/vision
 - * Green Dot graduation requirements (*available in GD Policy Manual*)
 - * Proposed courses to be offered including academic interventions (*4 year scope and sequence matrix*)
 - * Bell schedule samples, including options w/ double lunch and double PD, and include framework and materials to facilitate discussion with faculty regarding schedule choice
 - * Calculation of instructional minutes (*using provided calendar and bell schedule*)
 - * Sample strategic plan and professional development plan, including description of professional development protocols and procedures to be used (teacher buddies, buddy observations, videotaping, etc.).
 - * Discipline matrix, policies and procedures (*may include materials to be used to present to faculty*)
 - * Summer Bridge Plan: courses offered, schedule, purpose, sample letter to parents and students
 - * Plan for diagnostic testing prior to or during Summer Bridge
 - * Summer PD Plan (*1 new teacher development day and 5 faculty days*)
 - * Student Handbook (*must be aligned with GD Policy Manual*)
 - * Student Recruitment Plan
 - * Faculty Hiring Protocol, including scenario-based questions
 - * Sample budget summary presentation for School Advisory Committee
 - * Plan for Parent Involvement, including School Advisory Committee (SAC) structure and by-laws, parent organization (PTO) structure, parent workshop schedule
 - * Community Profile (*See WASC document*), including public school feeder pattern data for three or more years (*specific communities will be assigned to each AIR*)
 - * Identify community based organization partnership possibilities for school within community assigned for profile
 - * Interview responses: Interview 3 principals and capture their thoughts about the questions outlined on the interview template.

Evaluation

- > Formal observation of work at a school
- > Portfolio
- > Feedback after the completion of HO projects
- > Formal evaluation – same template used for administrators

QUALIFICATIONS:

- > A minimum of 5 years teaching experience, preferably at the middle or high school level, with a history of improving student achievement
- > Experience as an assistant principal is preferred but not required

- > Experience working in an urban school setting
- > Experience with leadership roles (mentor teacher, department chair, assistant principal, etc.)
- > Prior administrative experience is a plus
- > 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
- > California Clear single-subject or multiple subject teaching credential
- > A passion for improving urban high schools and driving education reform
- > Knowledge of bilingual education
- > Bilingual (English/Spanish) highly desirable
- > **Passing of the CA Administrative Credential exam, and/or enrollment in a Masters of Education/Administrative Credentialing program is required prior to assuming a position as an administrator the following school year. However, neither is needed in order to be accepted into the AIR program.**

This employer strives for a balanced, productive workforce, which is diverse in terms of age, gender, and cultural identity. We do not base hiring or promotional decisions on factors other than performance and professional growth potential.

COMPENSATION:

The annual salary range for Administrators in Residence is \$83,000 - \$97,000. We also match your 8% contribution to CalSTRS by 8.25%. In addition, we offer a comprehensive benefits plan as well as the opportunity to impact a growing, mission-driven organization that is committed to the success of Los Angeles students.

APPLICATION PROCEDURE:

We require all candidates to complete an online application at
<http://www.greendot.org/careers>.

Only applicants chosen for an interview will be contacted. We are looking to fill these positions beginning with the 2014-15 school year.

Green Dot Public Schools

LOS ANGELES - Home Office: Curriculum Specialist - LITERACY (4074)

JOB POSTING

Job Details

Title **LOS ANGELES - Home Office: Curriculum Specialist - LITERACY**

Posting ID **4074**

Description **OPPORTUNITY:**
The Literacy Specialist will assist in developing a plan to provide research-validated ELA and literacy instruction for all students attending Green Dot schools.

ESSENTIAL RESPONSIBILITIES:

District, Cluster and School Literacy Strategic Plan Supports

- > Align district, cluster and school Site Strategic Plans related to literacy and English Learners
- > Provide resources to support school and district strategic plans related to literacy by coordinating efforts of the ILT, literacy, and ELL teams
- > Support the transition to Common Core standards and efforts to build literacy across the curriculum at school sites
- > Providing guidance and professional development to literacy leads at each school and ensure sustainability of literacy strategic plans
- > Attending district professional development and collaboration, serving as liaison between the home office and campus leadership teams

Literacy Intervention and Enrichment Programs

In conjunction with Director of Literacy Programs, Special Education Program Specialist, and other curriculum specialists, design supports for students at intensive, strategic, benchmark, and advanced levels with an emphasis on

- > assisting in identifying and scheduling students according to entry and exit criteria
- > planning and providing professional development to teachers and administrators
- > coaching ELA teachers
- > supporting the implementation of district and school-wide reading strategies

Core ELA Programs

In conjunction with the Director of Literacy Programs, support core ELA curriculum by

- > Improving students' college and career readiness related to writing with an emphasis on improving students' analytical writing skills
- > Developing and enhancing core ELA, intervention and enrichment course curriculum
- > Assisting in selecting texts and materials
- > Providing professional development and classroom coaching to Core ELA teachers

QUALIFICATIONS:

- > At least 4 years teaching experience at the middle or high school level
- > Bachelor's Degree plus successful completion of the CBEST and CSET examinations
- > Master in Education (or related field) preferred
- > Solid knowledge of subject matter including Common Core State Standards
- > Excellent verbal and written communication skills are essential
- > CA Single Subject Credential in English
- > Expertise in adolescent literacy and research on high school writing development
- > Experience developing and facilitating professional development
- > Experience as a department chair, school site instructional leader or peer mentor preferred
- > Excellent verbal and written communication skills
- > Passionate about improving public education to help all children reach their dreams
- > Must have a strong ethical base and self-awareness

This employer strives for a balanced, productive workforce, which is diverse in terms of age, gender, and cultural identity. We do not base hiring or promotional decisions on factors other than performance and professional growth potential.

COMPENSATION:

Salary for this position is \$70,000 - \$80,000, depending on experience. We also offer a comprehensive benefits plan as well as the opportunity to impact a growing, mission-driven organization that is committed to the success of Los Angeles students.

PR/Award # U282M140014

Only applicants chosen for an interview will be contacted. We are looking to fill this position by July 1, 2014.

Shift Type **Full-Time**
Salary Range **\$70,000 - \$80,000 / Per Year**
Location **Home/Head Office**

Applications Accepted

<i>Internal Start Date</i>	05/07/2014	<i>Public Start Date</i>	05/07/2014
<i>Internal End Date</i>	06/27/2014	<i>Public End Date</i>	06/27/2014

Green Dot Public Schools

MEMPHIS: Director of Community Engagement (143)

JOB POSTING

Job Details

Title **MEMPHIS: Director of Community Engagement**

Posting ID **143**

Description **OPPORTUNITY:**
The Director of Community Engagement will manage Green Dot's relationships with its key external stakeholders in Memphis:

- Parents and families of students that are served by Green Dot Schools
- Civic leaders in the Memphis community

Successfully partnering with these stakeholders is essential for Green Dot to achieve its mission of helping transform education in Memphis. Through relationship-building, collaboration, and coordination, the Director of Community Engagement will ensure that Green Dot has the political support and community engagement necessary to achieve its expansion plans.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- > Create authentic forums to gather parent and community input so that parents and community members have the opportunity to learn about Green Dot
- > Develop and execute a student recruiting strategy so that Green Dot schools are fully enrolled at the start of school
- > Build communities of support for Green Dot to and through the school matching process
- > Design and execute plans for long-term engagement of communities to support opening of new schools and successful ongoing operations
- > Own high-level senior relationships with community leaders, working with them to build favorable conditions for GD's further growth
- > Increasingly engage and provide value to GD parents, including design and execution of parent programs to help Green Dot parents engage in their student's education
- > Devise and launch campaigns to mobilize parents for student recruiting purposes and to advocate for reform of the school district
- > Directly, and indirectly through community organizing team members, develop strong relationships with community leaders and organizations
- > Identify and connect with community partners that can provide wraparound services for Green Dot students

QUALIFICATIONS:

- > Educational experience is preferred
- > 3-5 years of management experience
- > Experience leading community organizing efforts and/or working with diverse, low-income communities highly desirable
- > In-depth knowledge of education reform in general, and detailed understanding of the Memphis community landscape
- > Existing relationships with district officials, community and education reform leaders in Memphis
- > Ability to build strong relationships with various types of people, including senior leaders inside and outside the organization
- > Ability to think strategically about complex stakeholder groups
- Strong negotiating and persuasion skills
- > High level of personal responsibility and drive towards ambitious goals
- > Humility, sense of humor, and rock-solid commitment to Green Dot's mission and the communities we serve
- > Bachelor's degree required, Master's degree preferred

This employer strives for a balanced, productive workforce, which is diverse in terms of age, gender, and cultural identity. We do not base hiring or promotional decisions on factors other than performance and professional growth potential.

COMPENSATION:

Salary for this position is competitive and depends on prior experience. We also offer a comprehensive benefits plan as well as the opportunity to impact a growing, mission-driven organization.

Only applicants chosen for an interview will be contacted. We are looking to fill this position immediately.

Shift Type

Full-Time

PR/Award # U282M140014

Page e121

Salary Range

Per Year

Location

Fairley High School (Memphis)

Applications Accepted

Internal Start Date

05/31/2013

Public Start Date

05/31/2013

Internal End Date

08/22/2013

Public End Date

08/22/2013

Community and Parent Engagement Manager

Reports to: Director of Community and Parent Engagement

Status: Exempt

Start Date: Immediately



GENERAL DESCRIPTION:

Do you want to lead the effort to transform public education in Los Angeles and help ensure that all children receive the education they need to fulfill their dreams?

Green Dot Public Schools (www.greendot.org), the leading public charter schools operator in Los Angeles and an important catalyst for education reform in the State of California, is looking for a manager of Community and Parent Engagement to coordinate student recruitment, parent education, and community involvement efforts.

Green Dot's mission is to transform public education in LA so that all young adults receive the education they deserve to be prepared for college, leadership and life. Green Dot currently operates a network of high schools and middle schools in some of the highest need areas of Los Angeles, and in doing so has demonstrated that public schools can do a far better job of educating students if they are operated more effectively.

The salary for this position will be between \$60,000 and \$80,000, based upon experience.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Form a community of practice with parent coordinators at Green Dot school sites.
 - Assist parent coordinators with the development of parent programs and engagement strategies.
 - Develop tools, systems and processes to help parent coordinators better reach parents.
 - Guide parent coordinators in the creation of goals and metrics for parent involvement at their school sites.
- Build parent coordinators' capacity to engage parents and serve as a resource for students and families.
 - Work with other home office departments and school site staff to create monthly or bimonthly training sessions.
 - Inform administrators and office managers about training topics and encourage their follow-up on new skills and responsibilities.
- Connect schools with community resources to better support students and families.
 - Provide parent coordinators with a menu of options and local organizations for parent engagement.
 - Empower parent coordinators to identify and reach out to local organizations that can assist students and families.

REQUIRES KNOWLEDGE OF:

- MS Office products such as MS PowerPoint, Publisher, Word and Excel.
- Knowledge of community organizing, outreach and advocacy, grassroots marketing and/or political campaigns
- Bi-literate in Spanish a plus

REQUIRES ABILITY TO:

- Work effectively and collaboratively in a diverse "start-up" and environment.
- Communicate clearly and effectively in both verbal and written forums

- Interact effectively with others using excellent interpersonal skills (excellent customer service orientation)
- Handle a variety of tasks. Set priorities to successfully complete them.
- Complete assigned tasks and projects in a timely and effective manner.
- Exercise discretion in the dissemination of information.



EDUCATION & QUALIFICATION REQUIREMENTS:

- Bachelor's degree required.
- All candidates must pass drug screening and background checks.

Green Dot Public Schools- School Staff: Parent Coordinator

JOB POSTING

Job Details

Title **School Staff: Parent Coordinator**

Posting ID

Description **ABOUT GREEN DOT:**

Green Dot Public Schools (www.greendot.org) is the leading charter school operator in Los Angeles, one of top three largest in the nation, and an important catalyst for education reform in the State of California. We are the only charter school operator in the country to lead the wholesale take-over and turn-around of a 3,000-plus student high school. The U.S. Department of Education featured Green Dot as a national leader in school turnarounds. Green Dot currently employs over 900 dedicated mission-driven personnel to serve more than 10,000 students. Green Dot's mission is to transform public education in Los Angeles so that every student can graduate, prepared for college, leadership, and life. We achieve this mission by running a network of middle and high schools in low-income communities and influencing the Los Angeles school district to transform its failing secondary schools into clusters of small successful schools.

OPPORTUNITY:

Under the direct supervision of the Office Manager, the Parent Coordinator will educate and engage parents, as well as serve as a liaison between the school and families.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- Set parent engagement goals and metrics in collaboration with school administrator and office manager and meet monthly or quarterly to assess progress
- Identify parent interests and needs and communicate at least three engaging programs/activities per semester
- Work with the Home Office and serve as School Office lead for recruiting new students and executing a recruiting strategy; Conduct open houses and student tours
- Attend community events to build relationships for the school and recruit community partners to become part of the school's family engagement program
- Develop and facilitate a parent leadership team, PTO, or parent group to address community-based issues, organize for education reform, etc.
- Organize parent volunteer initiatives
- Track and analyze parent involvement, periodically provide parents with summaries of service hours, and other such compliance measures
- Share with other team members office duties, especially pertaining to parents
- Translate English/Spanish, spoken and written
- Coordinate daily lunch activities including managing lunch ordering to minimize meal waste, ensuring students are scanned accurately and timely for meal reimbursement, managing lunch servers, and ensuring smooth logistics of physical lunch set-up which meet federal compliance
- Coordinate all annual lunch application activities including the distribution and collection of lunch applications, collecting supporting documents during the verification process, and ensuring lunch status data is accurately input into the student information system
- Perform additional duties, as assigned, related to the foregoing primary responsibilities and the holistic functioning of the office

QUALIFICATIONS:

- Commitment to the mission of Green Dot Public Schools
- Strong ability to lead and develop positive working relationships with parents
- Bilingual in Spanish
- Excellent interpersonal and communication skills (written and oral)
- Proficient in MS Word, PowerPoint and Outlook; comfortable learning new computer programs
- Ability to multi-task and perform well under pressure
- Ability to maintain a positive, “can-do” attitude at all times
- High level of personal responsibility and drive toward ambitious goals
- Commitment to customer service
- Ability to complete tasks and projects effectively and on-time
- Ability to exercise discretion in the dissemination of information
- High School Diploma or equivalent

**Attachment 2: Letters of Support, Charter Authorizations, and Key Regional
Philanthropic Commitments**

CALIFORNIA

Dr. John E. Deasy, Superintendent, Los Angeles Unified School District
Rebecca DiBiase, Managing Director of Programs, The Eli and Edythe Broad Foundation
Casey Wasserman, President and CEO, Wasserman Foundation
Darryl Cobb, Partner, Charter School Growth Fund
Sheri Biller, Founder, Sheri and Les Biller Family Foundation

TENNESSEE

Kevin Huffman, Commissioner, Tennessee Department of Education
Chris Barbic, Superintendent, Achievement School District
Margo Roen, Deputy Chief Portfolio Officer, Achievement School District
James R. Boyd, Executive Director, Pyramid Peak Foundation
Tom Marino, Executive Director, the Poplar Foundation
Achievement School District, Charter Authorization
Pyramid Peak, Grant Agreement

WASHINGTON

Marta Reyes-Newberry, Interim CEO, Washington State Charter School Association
Marilyn Strickland, Mayor, City of Tacoma
Washington State Charter Association, Charter Authorization
The Bill & Melinda Gates Foundation, Grant Agreement

MEMBERS OF THE BOARD

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LOS ANGELES UNIFIED SCHOOL DISTRICT

Administrative Office
333 South Beaudry Avenue, 24th Floor
Los Angeles, California 90017
Telephone: (213) 241-7000
Fax: (213) 241-8442

JOHN E. DEASY, Ph.D.
SUPERINTENDENT OF SCHOOLS

July 16, 2014

Arne Duncan, US Secretary of Education
c/o U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

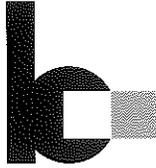
The Federal Charter Schools Program grant for the Replication and Expansion of High-Quality Charter Schools (CSP) represents an extraordinary opportunity to support high quality charter schools that improve educational opportunities and outcomes for our country's highest need students. It is with great pleasure and a sense of shared mission that I offer my strong support for Green Dot's (Green Dot Public Schools) application for CSP funding.

Green Dot has developed a highly effective small school model that has created large gains and closed significant achievement gaps for students in the highest need communities of Los Angeles. Green Dot has embraced some of the most difficult challenges in the landscape with powerful results, in some cases using their school model to turnaround existing LAUSD schools that have been persistently low-performing with exceptional results. I am proud that Los Angeles Unified School District has Green Dot as a partner in our work to make public education more equitable and effective for all, and I look forward to seeing the network grow in Los Angeles.

Under the leadership of a strong, stable executive team and a deeply engaged board of directors, Green Dot has been thoughtful in getting the mix right within its focus on building excellent schools and growing the numbers of students served. I support the vision articulated in their CSP application. As Green Dot's charter authorizer in Los Angeles, I enthusiastically endorse Green Dot as an investment worthy venture in our youth, and I am excited by the prospect that federal funds could fuel the growth of Green Dot in Los Angeles.

Cordially,

Dr. John E. Deasy
Superintendent



July 1, 2014

The Honorable Arne Duncan
Secretary, United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

The Federal Charter Schools Program grant for the Replication and Expansion of High-Quality Charter Schools (CSP) represents an extraordinary opportunity to support high quality charter schools that improve educational opportunities and outcomes for our country's highest need students. I am pleased to offer our foundation's strong support for the Green Dot Public Schools (Green Dot) application for CSP funding.

Since 2006, the Broad Foundation has committed over \$10 million to growing the Green Dot network of schools. The Green Dot small school model is unique and is closing significant achievement gaps for students in the highest need communities of Los Angeles. We are committed to seeing the network grow and look forward to supporting its expansion into other regions, nationally.

Green Dot's leadership has proven strong and stable, steeply improving student outcomes while navigating a California state fiscal crisis that saw severe declines in school funding over the past six years. Since its founding in 1999, the organization has been thoughtful in getting the mix right in its focus on excellent schools and growing the numbers of students served. We strongly believe that Green Dot is well positioned for exceptional growth in the years ahead and we support the vision articulated in their CSP application. We enthusiastically endorse Green Dot as an investment-worthy venture in America's youth, and we are excited at the prospect that federal funds could fuel the growth of Green Dot in California, Tennessee and Washington State.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rebecca Wolf DiBiase'. The signature is fluid and cursive, with the first name 'Rebecca' being the most prominent.

Rebecca Wolf DiBiase

Managing Director, Programs
The Broad Foundation

2121 Avenue of the Stars
Suite 3000
Los Angeles, California 90067



10960 Wilshire Boulevard, Floor 22
Los Angeles, California 90024
www.wassermanfoundation.org

July 1, 2014

US Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

The Federal Charter Schools Program grant for the Replication and Expansion of High-Quality Charter Schools (CSP) represents an extraordinary opportunity to support high quality charter schools that improve educational opportunities and outcomes for our country's highest need students. I am pleased to offer our foundation's strong support for the Green Dot Public Schools (Green Dot) application for CSP funding.

Since 2006, the Wasserman Foundation has committed \$6 million to growing Green Dot's impact in Los Angeles. Green Dot schools provide extremely high quality school choice for families in communities where the existing schools have been persistently low-performing. They have become a vital part of the fabric of the neighborhoods they serve and a reliable pathway for students to attain admission to college. We remain committed to seeing the network grow across Los Angeles.

Since its founding 15 years ago, the organization has expanded strategically, building excellent schools in communities where students are at highest risk of dropping out, and growing the number of students served from 140 in the inaugural class to over 10,500 in the coming school year. Green Dot's leadership team has proven strong and stable. We strongly believe that Green Dot is well positioned for exceptional growth in the years ahead and we support the vision articulated in their CSP application to almost double the number of students served. I endorse Green Dot as an investment worthy venture in our country's youth and I am enthusiastic at the prospect that federal funds could fuel the growth of Green Dot in California, Tennessee and Washington State.

Sincerely,

A handwritten signature in blue ink, appearing to read "Casey Wasserman".

Casey Wasserman
President & CEO



July 18, 2014

The Honorable Arne Duncan
US Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

The Federal Charter Schools Program grant for the Replication and Expansion of High-Quality Charter Schools (CSP) represents an extraordinary opportunity to support high quality charter schools that improve educational opportunities and outcomes for our country's highest need students. *I am pleased to offer our foundation's strong support for the Green Dot Public Schools (Green Dot) application for CSP funding (CFDA 84.282M).*

The Charter School Growth Fund ("CSGF") is a non-profit philanthropic fund that invests in the nation's highest-performing charter school operators to dramatically expand their impact on underserved students. Founded in 2005 by national philanthropists to transform K-12 education, CSGF has invested in more than 40 charter school management organizations that represent some of the most innovative and successful public school networks in the United States.

CSGF is working with Green Dot to support its whole school turnaround work in Memphis, and the fund is committed to growing Green Dot's impact here, through the Achievement School District and our foundation partners. Green Dot's track record of success in Los Angeles is outstanding. It has used its high quality independent charter school model to turnaround some of Los Angeles Unified's lowest-performing schools, accepting all students from within their traditional district attendance boundaries. Serving the same students as previously low-performing traditional schools, Green Dot creates reliable pathways for academically and economically disadvantaged students to attain admission to college, even when they begin secondary school testing in the bottom 1%-5% statewide.

Green Dot is a unique and high-quality charter school model and we have high expectations for transformational change in Memphis schools and in the other regions where Green Dot is expanding its presence. We believe that Green Dot is well positioned for exceptional growth in the years ahead and we support the vision articulated in their CSP application. We endorse Green Dot as a gold standard investment in our country's youth and we are excited at the prospect that federal funds could fuel the growth of Green Dot in Tennessee, Los Angeles, and Washington.

Sincerely,

Darryl Cobb
Partner
Charter School Growth Fund



The Sheri and Les
BILLER FAMILY FOUNDATION

July 18, 2014

The Honorable Arne Duncan
US Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

The Federal Charter Schools Program (CSP) Grant for the Replication and Expansion of High-Quality Charter Schools represents an extraordinary opportunity to support outstanding charter schools that improve educational opportunities and outcomes for our country's highest-need students. I am pleased to offer our foundation's strong support for the Green Dot Public Schools (Green Dot) application for CSP funding.

Our family foundation is a committed partner to Green Dot, currently helping establish and grow Green Dot's impact in Washington State. We have watched Green Dot closely for years in Los Angeles, where our Foundation was previously based, and we are impressed. Green Dot schools provide a superior school choice for families in communities where the existing schools have been shamefully low-performing and dysfunctional. Green Dot schools, serving the same students, have become a vital part of the neighborhoods they serve and a reliable pathway for all students to attain admission to college, even when they begin secondary school testing in the bottom 1%-5% statewide. Despite widespread poverty and a dearth of local role models who have attended college, Green Dot is doing what public schools are supposed to do – preparing kids for college and life. We look forward to seeing the network grow across Washington.

We appreciate that Green Dot is expanding strategically. The leadership team is smart, strong and stable. We believe that Green Dot is well-positioned for exceptional growth in the years ahead and we support the vision articulated in their CSP application. We endorse Green Dot as a gold standard investment in our country's youth and we are excited at the prospect that federal funds could fuel Green Dot's expansion in Washington State.

Yours sincerely,

Sheri Biller
President
The Sheri and Les Biller Family Foundation



STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
NINTH FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

BILL HASLAM
GOVERNOR

KEVIN HUFFMAN
COMMISSIONER

July 17, 2014

The Honorable Arne Duncan
U.S. Department of Education Building
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary Duncan:

The Federal Charter Schools Program grant for the Replication and Expansion of High-Quality Charter Schools (CSP) represents an extraordinary opportunity to support high quality charter schools that improve educational opportunities and outcomes for our country's highest need students. It is with great pleasure and a sense of shared mission that I offer my strong support for Green Dot Public Schools' application for CSP funding.

The Tennessee Department of Education is committed to excellence and opportunity for all students in our public schools. As part of our strategy, the department supports the startup of high-quality public charter schools with a focus on serving academically and economically disadvantaged communities. We have long been aware of Green Dot's reputation for excellence, through its record in California, and we are delighted that they chose to come to Tennessee. The application and vetting process for approval by the Achievement School District in Memphis is rigorous, as it must be given that the challenge we set for all ASD schools is to turn around the bottom 5 percent of schools and make them into top 25 percent schools. Green Dot has extensive experience in this work and we believe that in addition to creating success in the ten secondary schools they have been approved to operate, Green Dot will influence and support other CMOs who are new to turnaround work. The need for high quality public schools in our academically and economically disadvantaged communities is urgent.

As Tennessee's commissioner of education, I could not be more pleased that our state has Green Dot as a partner in our work to make public education more equitable and effective for all, and I look forward to seeing the Green Dot network grow in Memphis and beyond. I support the vision articulated in their CSP application, and I am excited by the prospect that federal funds could fuel the growth of Green Dot here in Tennessee.

Sincerely,

A handwritten signature in black ink, appearing to read "K. Huffman".

Kevin Huffman
Commissioner



July 17, 2014

The Honorable Arne Duncan
US Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

The Federal Charter Schools Program grant for the Replication and Expansion of High-Quality Charter Schools (CSP) represents an extraordinary opportunity to support high quality charter schools that improve educational opportunities and outcomes for our country's highest need students. It is with pleasure and a sense of shared mission that I offer my strong support for Green Dot's (Green Dot Public Schools) application for CSP funding.

The Tennessee Achievement School District (ASD) authorizes and supports the startup of high-quality public charter schools with a focus on serving academically and economically disadvantaged communities. The ASD is intentional in its commitment to excellence and opportunity for every student attending our public schools. We have long been aware of Green Dot's reputation for excellence, through its record in California, and we are delighted to have been able to attract them to Tennessee. The application and vetting process for approval by the Achievement School District in Memphis is intentionally rigorous given that the challenge we set for charter operators to turnaround bottom 5% schools and move them to the top 25% of schools is both urgent and steep. However, we whole heartedly believe that it is also achievable. Green Dot has extensive experience in this work, and a superb track record through 15 years of operation. We believe that in addition to creating success in the 10 secondary schools they have been approved to operate in the ASD, Green Dot's unique charter school model and open source practices will influence and support other CMOs who are new to turnaround work.

As Superintendent of the ASD, I could not be more pleased that we have Green Dot as a partner in our work to make public education more equitable and effective for all, and I look forward to supporting the Green Dot network as it establishes itself and grows in Memphis. I support the vision articulated in their CSP application. I enthusiastically endorse Green Dot as an investment worthy venture in our youth, and I am excited by the prospect that federal funds could fuel the growth of Green Dot here in Tennessee.

Sincerely,

Chris Barbic
Superintendent
Achievement School District



7/19/2014

The Honorable Arne Duncan
US Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

The Federal Charter Schools Program grant for the Replication and Expansion of High-Quality Charter Schools (CSP) represents an extraordinary opportunity to support high quality charter schools that improve educational opportunities and outcomes for our country's highest need students. It is with great pleasure and a sense of shared mission that I offer my support for Green Dot's (Green Dot Public Schools) application for CSP funding.

The Tennessee Achievement School District (ASD) authorizes and supports the startup of high-quality public charter schools across Tennessee with a charge to provide students zoned to attend a school performing in the bottom 5% in Tennessee (a "Priority List" school) a world-class education. The ASD's work is focused in Memphis, where there is a high concentration of academically and economically disadvantaged communities.

The ASD is intentional in its commitment to excellence and opportunity for every student attending our public schools. We have long been aware of Green Dot's reputation for excellence, through its record in California, and we are delighted to have attracted them to Memphis. The application and vetting process for approval by the Achievement School District is intentionally rigorous, as it must be, given that the challenge we set for charter operators to bring bottom 5% schools to the top 25% in the state in five years. It is a charge that is both urgent and steep. It is also achievable. Green Dot has extensive experience in this work, and a strong track record through 15 years of operation. We believe that in addition to creating success in the ten secondary schools they have been approved to operate in the ASD (conditional on meeting performance targets outlined in our School Performance Framework), Green Dot's unique charter school model and open source practices will influence and support other CMOs who are new to turnaround work. Additionally, their methods to engage the community they serve, including a school-based council that empowers students, parents, and other stakeholders to be meaningfully involved in the transformation of their school, is a model for other operators looking to deepen their ties to the community they serve.

We are delighted that we have Green Dot as a partner in our work to make public education more equitable and effective for all. I look forward to supporting the Green Dot network as it establishes itself and grows in Memphis, and I am excited by the prospect that federal funds could fuel the growth of Green Dot here in Tennessee.

Sincerely,

Margo Roen
Deputy Chief Portfolio Officer
Achievement School District

THE
Pyramid Peak™
FOUNDATION

July 16, 2014

The Honorable Arne Duncan
US Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

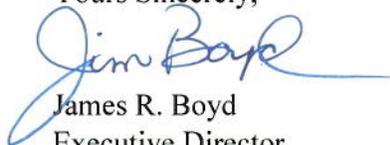
The Federal Charter Schools Program grant for the Replication and Expansion of High-Quality Charter Schools (CSP) represents an extraordinary opportunity to support high quality charter schools that improve educational opportunities and outcomes for our country's highest need students. I am pleased to offer our foundation's strong support for the Green Dot Public Schools (Green Dot) application for CSP funding.

Pyramid Peak Foundation has committed significant funding to Green Dot for whole school turnaround work in Memphis. The foundation is growing Green Dot's impact here through the Achievement School District. Green Dot's track record of success in Los Angeles has secured its national reputation for developing sustainable and scalable solutions to issues that have stood in the way of our ability as a nation to provide high quality public schools for all children. Green Dot doesn't cherry-pick students. Green Dot serves the same students as low-performing traditional schools, but offers a far more reliable pathway for academically and economically disadvantaged students to attain admission to college even when they begin secondary school testing in the bottom 1%-5% statewide.

Pyramid Peak vetted the organization carefully - its educational practices and strategic business plans and its executive management team. We are impressed. Green Dot is a unique, high quality charter school model that we believe can transform Memphis schools. We look forward to seeing the network grow in Memphis and intend to do all we can to enable Green Dot's success.

We believe that Green Dot is well positioned for exceptional growth in the years ahead. We support the vision articulated in their CSP application. We endorse Green Dot as a gold standard investment in our country's youth and we are excited at the prospect that federal funds could fuel the growth of Green Dot in Tennessee.

Yours Sincerely,



James R. Boyd
Executive Director
The Pyramid Peak Foundation

PR/Award # U282M140014

Page e136



THE POPLAR FOUNDATION

July 10, 2014

The Honorable Arne Duncan
US Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

The Federal Charter Schools Program grant for the Replication and Expansion of High-Quality Charter Schools (CSP) represents an extraordinary opportunity to support high quality charter schools that improve educational opportunities and outcomes for our country's highest need students. I am pleased to offer our foundation's strong support for the Green Dot Public Schools (Green Dot) application for CSP funding.

The Poplar Foundation has committed significant funding to Green Dot's strategic growth and is committed to establishing and elevating Green Dot's impact in Memphis through the Achievement School District. We have been aware for some time of Green Dot's track record of success in Los Angeles and of its national reputation for defining unique solutions to the issues that most deeply challenge our ability as a nation to provide high quality public schools for all our youth. Poplar vetted the organization carefully - its educational practices and strategic business plans, together with its executive management team - and we are impressed. Green Dot is a unique and high quality charter school model.

Serving the same students as low-performing traditional schools, Green Dot schools are a far more reliable pathway for academically and economically disadvantaged students to attain admission to college, even when they begin secondary school testing in the bottom 1%-5% statewide. We look forward to seeing the network grow in Memphis and intend to do all we can to support Green Dot's success.

We believe that Green Dot is well positioned for exceptional growth in the years ahead, and we support the vision articulated in their CSP application. We endorse Green Dot as a gold standard investment in our country's youth, and we are excited at the prospect that federal funds could fuel the growth of Green Dot in Tennessee.

Yours Sincerely,

Tom Marino
Executive Director, The Poplar Foundation



ACHIEVEMENT
SCHOOL DISTRICT

Nithya Rajan
Director of Strategic Planning, Green Dot Public Schools
1149 S. Hill Street, Suite 600
Los Angeles, CA 90015

May 30, 2013

Dear Nithya:

Congratulations! We are delighted to inform you that, as a result of a rigorous selection process with the National Association of Charter School Authorizers (NACSA), Green Dot Public Schools is approved as a multisite operator by the Achievement School District (ASD). *Please treat this as a confidential document as ASD authorization will not be publicly announced until June 3, 2013.*

We look forward to working with you and your team to successfully launch the ASD's third cohort of charter schools and are excited about your expansion in Tennessee! While the timeline moving forward is still being defined, general next steps for schools opening 2014 include:

- ASD authorization press release and press conference (June 3, 2013)
- Charter – ASD-eligible school match (fall 2013)
- Operator – ASD financial, performance, and facilities contract(s) (spring 2014)

Thank you again for the time and energy that your team put into your application and interview in response to the ASD's Request for Qualifications. We know that you share our commitment to transform academically unacceptable schools in Tennessee and to make them excellent for all the students they serve. We look forward to our partnership in Memphis!

Sincerely,

Chris Barbic
Superintendent

Margo Roen
Director of New Schools

Malika Anderson
Chief Portfolio Officer

THE
Pyramid Peak[™]
 FOUNDATION

GRANT AGREEMENT

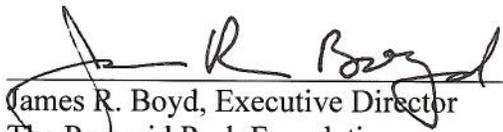
The Pyramid Peak Foundation is pleased to support the efforts of your organization and is providing a grant for the explicit purpose(s) described herein. This grant and any future allocations are subject to your acceptance of the following conditions.

PLEASE RETURN A SIGNED COPY OF THIS GRANT AGREEMENT TO OUR OFFICES.

Grantee Organization	Green Dot Public Schools, Los Angeles CA	
Grantee EIN		
Amount of Grant	\$4,952,208	
Purpose of Grant	<p>Expansion of Grantee's CMO to Memphis, TN. Grant specifically covers Grantee's School Startup and Local Regional and National Office costs for the establishment of Ten (10) Schools in Memphis, TN. Grantee agrees to use all grant funds exclusively for the grant's purposes. Any changes to these purposes must be authorized in advance by the Foundation in writing.</p>	
Date Authorized	September 13, 2013	
Payment Schedule	July – September (Q1) \$540,938 October-December (Q2) \$1,189,284 January- March (Q3) \$1,361,689 April – June (Q4) \$1,860,208	
Reporting Schedule	As Requested	
Special Conditions	The grant award is contingent on Grantee's compliance with each and every condition and provision in this Grant Award Agreement, including, but not limited to, the accomplishment of each and all of the specific Milestones as defined below and set forth in Exhibit A. (see attached)	

General Grant Conditions

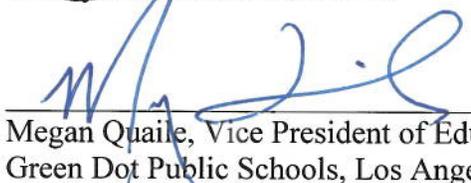
1. **Grant Purpose:** The grant shall be used solely for the purpose(s) outlined above and should be reflected in the Grantee's records accordingly.
2. **IRS/Foundation Status:** Before receiving any or all of the monies provided in this grant, the Grantee shall submit proof of 501(c)(3) status to the Grantor. The Grantee shall also give immediate notice to the Grantor should any of the following occur: the Grantee loses its exempt status as outlined in Section 501(c)(3) of the Internal Revenue Code, is notified that it is being reviewed by a federal or state organization for an alleged violation of its exempt status, or becomes a private foundation under Section 509(a) of the Internal Revenue Code.
3. **Grant Evaluation:** An evaluation of operations performed under this grant may be undertaken at the expense of the Grantor and may include visits by representatives of the Grantor to discuss the program with the Grantee's personnel.
4. **Financial Information:** It is the responsibility of the Grantee to maintain a complete and accurate accounting of all funds received and expended during the course of this grant. The Grantor reserves the right to conduct or order an audit at its own expense, and with reasonable notice, of the Grantee's records as they relate to this grant.
5. **Budget:** If this grant has been based upon a detailed expense budget, a copy of the budget has been attached to this Agreement. No changes may be made in budgetary allocations without the Grantor's prior written approval.
6. **Reversion of Grant:** If designated for a specific project or providing general support for a specific period, any unexpended portion of the grant shall be returned to the Grantor after the completion of the project or period.
7. **Grant Reporting:** In accordance with the above schedule, the Grantee shall provide the Grantor a detailed written report on the use of the grant. In the report, the Grantee shall evaluate the program or project for the reporting period. The financial section of this report should be consistent with the budget submitted by the Grantee, if any, and compare actuals to the budgeted expenditures. When reporting on grants given as general support, financial statements for the Grantee's most recent fiscal period (audited statements preferred) should also be provided along with a budget for the next fiscal period.
8. **Grant Publicity:** Press releases related to the grant shall be provided to the Grantor for review prior to the release date.
9. **Grant Terms:** In the event that this Agreement is not signed and returned within 30 days of the date issued, the Grantor may, at its discretion, withdraw the grant offer.
10. **Grant Period:** If the special conditions listed above are not met within the time period specified (or within one year from the date of this agreement if no other time period is specified), the Grantor may, at its discretion, withdraw the offer.
11. **Lobbying:** There is no agreement, oral or written, that directs the grant funds from The Pyramid Peak Foundation to be used for lobbying activities.



James R. Boyd, Executive Director
The Pyramid Peak Foundation

September 16, 2013

Date



Megan Quaille, Vice President of Education
Green Dot Public Schools, Los Angeles CA

9-16-2013

Date

Exhibit A

Milestones

Quarter One (Q1): July – September

Revised - See Attachment One JRB

- Hiring:
 - Director of Community Engagement
 - National Finance and Accounting Support Lead
 - National Operations Lead (internal hire under consideration – so timeline may change)
 - Recruiter to support administrator and teacher hiring
- Community Engagement:
 - Identify preliminary targets for community matching
- Philanthropic Support:
 - Secure long-term funding and sustainability for Green Dot Memphis
- Governance:
 - Obtain Board decision to support national expansion

Quarter Two (Q2): October – December

- Hiring:
 - Regional Director of Finance and Business Affairs
 - Regional Director of Human Capital/HR
- Community Engagement:
 - Successfully complete community matching process, including holding multiple events with community stakeholders
- Memphis Operations:
 - Set up temporary regional office within Memphis
 - Identify vendors and service providers

Quarter Three (Q3): January – March

Revised - See Attachment One JRB

- Hiring:
 - Hire teachers
 - Hire administrators
 - Hire Executive Director, since Megan is acting as Interim Executive Director
 - Remaining regional office support positions
- Academics and School Model:
 - Secure teacher evaluation waiver
 - Build relationships with matched school, including attending IEP meetings where possible
- Governance:
 - Launch Green Dot National entity
- Memphis Operations:

- Set up regional office near matched school
- Community Engagement:
 - Begin student recruitment

Quarter Four (Q4): April – June

- Hiring:
 - Remaining teachers
 - Remaining administrators
- Memphis Operations:
 - Sign charter and MOU agreements
 - Prepare facility
- Community Engagement:
 - Continue student recruitment
- Academics and School Model:
 - Hold Summer Bridge
- Governance:
 - Set up Green Dot Tennessee regional entity and begin recruitment of Board members

From: Megan Quaile <mquaile@greendot.org>
Sent: Tuesday, September 17, 2013 11:45 AM
To: Sherry Crane
Subject: Updates to Milestones

Hi Sherry,

Below are the updates to the milestones:

Quarter 1:

We have hired a National Operations Lead (internal) at 50% for the first and second quarters. In the budget but not listed as a milestone, is an Assistant Principal. We have hired an Assistant Principal for next year. We also hope to have an AIR (Administrator in Residence) hired by quarter two. This person would train in Los Angeles for 6 months and then move to Memphis.

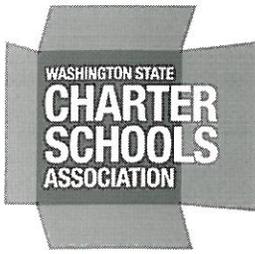
Quarter 3:

We have searched for several months but have not found an Executive Director. I will assume this role for at least years zero and one. We may try to hire a Curriculum Director to support me since I will have two positions.

Thanks!

Megan Quaile
Vice President of Education
mquaile@greendot.org
www.greendot.org
1149 S. Hill Street, Ste #600
Los Angeles, CA 90015
Office: 323.565.1638
Mobile: 213-220-1429
Facsimile: 323-565-1610





July 1, 2014

The Honorable Arne Duncan
US Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

The Federal Charter Schools Program grant for the Replication and Expansion of High-Quality Charter Schools (CSP) represents an extraordinary opportunity to support high quality charter schools that improve educational opportunities and outcomes for our country's highest need students. It is with great pleasure and a sense of shared mission that I offer my strong support for Green Dot's (Green Dot Public Schools) application for CSP funding.

The Washington State Charter Schools Association (WA Charters) is a statewide nonprofit organization that supports the startup of high-quality public charter schools with a focus on serving academically and economically disadvantaged communities. We have long been aware of Green Dot's reputation for excellence, through its record in California. After an exhaustive application and vetting process we are delighted that Green Dot is one of the initial two charter school operators approved to open new charter schools in the state of Washington, with locations in Tacoma and South Seattle, where the need for high quality public school choice is urgent.

Green Dot's highly effective small secondary school models are creating large gains and closing significant achievement gaps for students in communities where students enter secondary school testing in the bottom 1-5%. Green Dot is sending these students to college in numbers that far exceed the overall state average in California. In a comparison of apples to apples student sub group data, Green Dot students are rapidly catching up academically to their more affluent peers. We could not be more pleased that WA Charters has Green Dot as a partner in our work to make public education more equitable and effective for all, and I look forward to seeing the network grow across our state.

Green Dot's leadership team is smart, experienced and stable. We support the vision articulated in their CSP application. We enthusiastically endorse Green Dot as an investment worthy venture in our youth, and I am excited by the prospect that federal funds could fuel the growth of Green Dot here in Washington.

Sincerely,

A handwritten signature in blue ink that reads "Marta Reyes - Newberry".

Marta Reyes-Newberry
Interim CEO/ Board Chair
WA Charter Schools Association



City of Tacoma

Mayor Marilyn Strickland

July 17, 2014

The Honorable Arne Duncan
US Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan, *Arne,*

The Federal Charter Schools Program grant for the Replication and Expansion of High-Quality Charter Schools (CSP) represents an extraordinary opportunity to support high quality charter schools that improve educational opportunities and outcomes for our country's highest need students. It is with great pleasure and a sense of shared mission that I offer my strong support for Green Dot's (Green Dot Public Schools) application for CSP funding.

In my official capacity as Mayor of Tacoma, Washington, I am excited that we will have Green Dot as a partner in Tacoma public schools. High quality charter schools are part of our overall strategy to ensure that we are doing all we can to support students in academically and economically disadvantaged communities on a successful path to college. Green Dot is one of two initial charter school operators approved to open schools in the state of Washington. In the course of our search for the right partners, we were impressed by Green Dot. Their schools have graduated more college ready students than any other charter school system in the country over the past three years. Importantly, Green Dot achieves its results while focusing on students testing in the bottom percentiles statewide entering secondary school. By beginning our charter work with Green Dot we believe we will set a high bar for the standard of quality we expect of charter schools in Tacoma. I look forward to seeing the network grow across our state.

We support the vision articulated in the Green Dot CSP application. We enthusiastically endorse Green Dot as an investment worthy venture in our youth, and I am excited by the prospect that federal funds could fuel the growth of Green Dot here in Washington.

Sincerely,

Marilyn Strickland
Mayor, City of Tacoma

*Great seeing
you in Dallas!*

RESOLUTION 14-07A**CONCERNING THE APPLICATION TO THE
WASHINGTON STATE CHARTER SCHOOL COMMISSION FROM
GREEN DOT PUBLIC SCHOOLS – WASHINGTON STATE**

WHEREAS, the Washington State Charter School Commission (Commission) is an independent state agency tasked with authorizing high quality charter schools designed to significantly improve student outcomes with an emphasis on schools that will enroll and serve at-risk student populations; and

WHEREAS, on November 22, 2013, the Commission received an application from Green Dot Public Schools – Washington State to establish a new charter school to be located in Tacoma, WA; and

WHEREAS, the application satisfied the procedural requirements and application elements under RCW 28A.710.130 and RCW 28A.710.140 and was reviewed in accordance with the terms and provisions of the solicitation and applicable law, including Chapter 108-20 WAC, and Chapter 28A.710 RCW; and

WHEREAS, on January 22, 2014, a public forum was held to provide the public with an opportunity to learn about and provide input on the application and the public was also afforded an opportunity to submit written input; and

WHEREAS, the application was thoroughly reviewed using procedures, practices and criteria consistent with nationally recognized principles and standards for quality charter authorizing which included, but was not limited to, evaluation by a team of expert consultants using a standards-based review rubric and an in-person applicant interview; and

WHEREAS, on January 24, 2014, the evaluation team recommended that the Commission approve the application and the recommendation was considered in conjunction with the other information and materials that were submitted; and

WHEREAS, Green Dot Public Schools – Washington State has demonstrated sufficient competence in each element of the Commission's published approval criteria and is, at this time, likely to open and operate a successful public charter school; and

WHEREAS, the Commission's decision whether to approve or deny Green Dot Public Schools – Washington State's application has followed charter-granting policies and practices that are transparent, that are based on merit, and that avoid conflicts of interest, whether real or apparent; and

WHEREAS, the Commission has employed procedures, practices, and criteria consistent with nationally recognized principles and standards for quality charter authorizing; and

WHEREAS, the Commission has given preference to applications for charter schools that are designed to enroll and serve at-risk student populations and Green Dot Public Schools – Washington State is designed to enroll and serve at-risk student populations; and

WHEREAS, the Commission has fully considered the application from Green Dot Public Schools – Washington State, the evaluation team recommendations, and other documented evidence collected through the application review process and the Commission’s decision is based on that information;

NOW, THEREFORE, BE IT RESOLVED by the Commission that the application from Green Dot Public Schools – Washington State is hereby APPROVED to open for the 2015-2016 school year, contingent upon the following:

- 1. Satisfaction of the following conditions before the charter contract may be executed:

Condition #1: Certification by the State Board of Education.

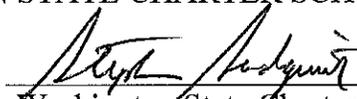
- 2. Execution of a contract within 90 days of approval.

BE IT FURTHER RESOLVED that:

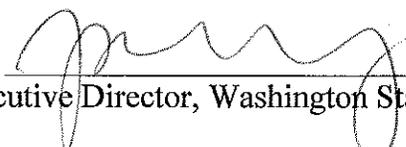
- 1. Final authorization will not be effective until the above listed conditions have been satisfied; and
- 2. This decision shall be communicated to the applicant and the State Board of Education as soon as practicable.

Adopted this 30th day of January, 2014.

WASHINGTON STATE CHARTER SCHOOL COMMISSION

By: 
Chair, Washington State Charter School Commission

I certify that the foregoing Resolution No. 14-07A was adopted by the Commission at a monthly Commission meeting upon notice as required by law on January 30, 2014, by a roll-call vote of Aye 7, Nay 0, and Abstention 1. 8 Commissioners were present.

By: 
Executive Director, Washington State Charter School Commission

BILL & MELINDA
GATES *foundation*

PO Box 23350
Seattle, WA 98102, USA
V 206.709.3100
F 206.709.3180
www.gatesfoundation.org

November 10, 2013

Marco Petruzzi
Chief Executive Officer
Green Dot Public Schools
1149 South Hill Street
Suite 600
Los Angeles, CA 90015

**Re: U.S. Programs Grant Number OPP1096252
WA Charters CMO Startup**

Dear Mr. Petruzzi:

The Bill & Melinda Gates Foundation (the "Foundation") is pleased to award Green Dot Public Schools ("GDPS") a grant in the amount of \$4,200,000 for the period beginning on the date you sign this agreement (the "Start Date") to June 30, 2016 (the "Grant Period"). This agreement (the "Grant Agreement") contains the terms and conditions of this grant.

Charitable Purpose of the Grant. The charitable purpose of this grant is to support the expansion of Green Dot Public Schools into the state of Washington and the launch of at least one school in 2015-2016, as described in your proposal (the "Proposal") and budget (the "Budget") dated October 11, 2013 (together, the "Project").

Tax Status. GDPS confirms that under the United States Internal Revenue Code of 1986 (the "Code") it is exempt from federal income tax under section 501(c)(3) and is not a private foundation within the meaning of section 509(a) of the Code. You agree to advise us immediately if there is any change in your organization's tax status during the Grant Period.

Use of Grant Funds. Grant funds may only be used for the Project. Any grant funds unexpended or uncommitted at the end of the Grant Period must be promptly returned to the Foundation. Any Budget cost category change of more than 10% must be approved in writing by the Foundation in advance. You may not use the grant funds to reimburse any expenses you chose to incur prior to the Start Date.

Political Campaign/Lobbying Activity. Grant funds may not be used to influence the outcome of any election for public office or to carry on any voter registration drive. There is no agreement, oral or written, permitting the grant funds to be directed to or earmarked for lobbying activity or other attempts to influence local, state, federal, or foreign legislation. You confirm that the amount of funds received from the Foundation each year for this Project, including any other grant funds awarded by the Foundation for the Project, will not exceed the amount budgeted each year for nonlobbying activities. You agree to comply with lobbying, gift and ethics rules applicable to the Project under local, state, federal or foreign law. The Foundation is not retaining or employing you to engage in lobbying activities.

Investment of Grant Funds. Grant funds must be invested in highly liquid investments (such as interest-bearing bank accounts) with the primary objective of preservation of principal so that they are available for the Project. The Foundation requires you to report the amount of any interest or other

income generated by the grant funds, including currency conversion gains (collectively "Interest"). Any Interest must be used for the Project. At the end of the Grant Period, any remaining Interest must be applied to another of your Foundation-funded projects (current or under consideration).

Anti-Terrorism. You confirm that you are familiar with the U.S. Executive Orders and laws prohibiting the provision of resources and support to individuals and organizations associated with terrorism and the terrorist related lists promulgated by the U.S. Government. You will use reasonable efforts to ensure that you do not support or promote terrorist activity or related training, or money laundering.

Anti-Bribery. Grantee shall not offer or provide money, gifts or any other thing of value, directly or indirectly, to anyone in order to improperly influence any act or decision relating to the Project, including by assisting any party to secure an improper advantage. Training and information on anti-bribery act compliance requirements is available here: www.learnfoundationlaw.org.

Subgrants and Subcontracts. You have the exclusive right to select subgrantees and subcontractors for the Project. The Foundation has not earmarked the use of the grant funds for any specific subgrantee or subcontractor. You, and not the Foundation, are responsible for ensuring that all subgrantees and subcontractors use grant funds consistent with this Grant Agreement and the Proposal. Neither you nor your subgrantees or subcontractors may make any statement or otherwise imply to donors, investors, media or the general public that the Foundation directly funds the activities of any subgrantee or subcontractor. Any agreements with subgrantees and subcontractors you engage to assist with the Project must include the following language: "Your organization has been selected to participate in this Project at our discretion. You may not make any statement or otherwise imply to donors, investors, media or the general public that you are a direct grantee of the Bill & Melinda Gates Foundation ("Foundation"). You may state that Green Dot Public Schools is the Foundation's grantee and that you are a subgrantee or subcontractor of Green Dot Public Schools for the Project."

Payments and Reports. This table shows the deliverables (including reports) and milestones for this grant. Where indicated, the Foundation's payment is contingent on satisfaction of the listed deliverable and/or milestone. The Foundation may authorize changes to the payment and reporting schedules from time to time where appropriate. The Foundation will confirm any such changes in writing.

Payment Date	Payment Amount	Milestone or Deliverable	Due By
November 2013	\$500,000	Receipt of Countersigned Grant Agreement	November 15, 2013
N/A	N/A	WA State Charter School Application Approval	February 28, 2014
August 2014	\$1,850,000	Progress Report for period Start Date to June 30, 2014	July 31, 2014
August 2015	\$1,850,000	Progress Report for the period July 1, 2014 to June 30, 2015	July 31, 2015
N/A	N/A	Final Report for the entire grant period Start Date to June 30, 2016	August 30, 2016
AWARD TOTAL	\$4,200,000		

Milestones. For a report to be satisfactory, you must demonstrate meaningful progress against the milestones contained in this Grant Agreement and the Proposal. Milestones may be added or modified during the Grant Period. The Foundation will confirm any agreed changes to the milestones in writing.

Report Templates. You are required to submit one or more reports regarding the expenditure of grant funds and your progress on the Project. The Foundation's report guidelines for this grant can be found at the following links:

- Progress Report:
http://www.gatesfoundation.org/grantseeker/Documents/USP_Progress_Report_Guidelines.pdf
- Final Report:
http://www.gatesfoundation.org/grantseeker/Documents/USP_Final_Report_Guidelines.pdf

These templates and guidelines are subject to change. Please submit reports electronically to your Program Officer and Program Coordinator. The Foundation will send you an email with the contact information for these individuals. You also agree to submit other reports that the Foundation may reasonably request.

Record Maintenance and Inspection. The Foundation requires that you maintain adequate records for the Project to enable the Foundation to easily determine how the grant funds were expended. Your books and records must be made available for inspection by the Foundation or its designee at reasonable times to permit us to monitor and conduct an evaluation of operations under this grant.

Compliance. The Foundation has the right at its discretion to terminate or suspend the grant or withhold payment if (a) the Foundation is not reasonably satisfied with your progress on the Project; or (b) significant leadership or other changes occur that the Foundation believes may threaten the Project; or (c) you fail to comply with any term or condition of this Grant Agreement. On termination, if requested by the Foundation, you agree to promptly return to the Foundation any unspent and uncommitted grant funds (as of the date of termination) previously distributed to you by the Foundation for the Project.

Evaluation. The Foundation values research and evaluation of the projects it funds. You agree to inform the Foundation of any research or evaluation you conduct or commission regarding the Project and to provide to the Foundation a copy of any report or findings from the research or evaluation. The Foundation or its evaluation partner will notify you in writing of your inclusion in any research project undertaken by the Foundation. If you are selected to participate in Foundation-sponsored research or evaluation for the Project, you agree to (a) allow and facilitate the Foundation's evaluation partner to implement an evaluation plan; (b) identify an on-site evaluation coordinator who will serve as a contact; (c) facilitate the collection of data; and (d) permit the Foundation to disseminate the results of the research or evaluation. The Foundation's evaluation partner will provide appropriate privacy and other protections to participants.

Data Collection and Release to Foundation. From time to time, the Foundation may request you or an appropriate entity to: (i) participate in surveys; (ii) respond to requests for information; and (iii) provide certain data to the Foundation for additional research and evaluation during the Grant Period and for a period of five (5) years following the Grant Period. You agree to reasonably comply with such requests and that the Foundation may disseminate such data and research results. Unless otherwise specified in writing, the Foundation will only request data related to individuals that is de-identified or aggregated at a level where such data will not be considered "personally identifiable".

Global Access. You will conduct and manage the Project and the resulting products, services, processes, technologies, materials, software, data and/or other innovations (collectively, "Funded Developments") in a manner that ensures "Global Access." *Global Access* requires that (a) the knowledge and information gained from the Project be promptly and broadly disseminated and (b) the Funded Developments be made available and accessible at an affordable price (i) to people most in need within developing countries or (ii) in support of the U.S. educational system and public libraries, as applicable to your proposed Project. The Foundation is making this grant in reliance on the descriptions and answers provided to the Foundation in your Proposal and during the course of any pre-award and post-award due diligence. Your Global Access obligations will survive the Grant Period.

Grant Announcements, Public Reports and Use of Foundation Name and Logo. The Foundation will include information on this grant in our periodic public reports and may make grant information public at any time on its web page and as part of press releases, public reports, speeches, newsletters, and other public documents. If you wish to issue a press release or announcement regarding the award of this grant, you must obtain advance approval from the Foundation of the press release and the date of release. You also agree to obtain advance approval from the Foundation for any other use of the Foundation's name or logo. The Foundation requests an opportunity to review and comment on subsequent press releases or reports that are directly related to the grant. Please contact the Foundation at Grantee.Comms@gatesfoundation.org at least two weeks before any press release, announcement or other publication date. Further information is available at:

http://www.gatesfoundation.org/grantseeker/Documents/Guidelines_Communications_for_Grantees.doc.

Counterparts; Original. This Grant Agreement, including any amendments, may be executed in counterparts which, when taken together, will constitute one Grant Agreement. Copies of this Grant Agreement will be equally binding as originals and faxed or scanned and emailed counterpart signatures will be sufficient to evidence execution, though the Foundation may require you, the grantee, to deliver original signed documents.

Assignment. This Grant Agreement or any of the rights or obligations under this Grant Agreement may not be assigned without the Foundation's prior written consent. An assignment includes (a) any transfer of the Project; (b) an assignment by operation of law, including a merger or consolidation, or (c) the sale or transfer of all or substantially all of your organization's assets.

Entire Agreement, Severability and Amendment. This Grant Agreement is our entire agreement and supersedes any prior oral or written agreements or communications between us regarding its subject matter. The provisions of this Grant Agreement are severable so that if any provision is found to be invalid, illegal, or unenforceable, such finding shall not affect the validity, construction, or enforceability of any remaining provision. This Grant Agreement may be amended only by a mutual written agreement of the parties.

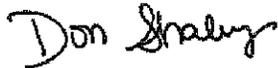
The Foundation's award of this grant does not guarantee that subsequent or additional grants will be made by the Foundation to support Green Dot Public Schools. Any requests for funding are subject to the Foundation's normal review and approval process.

November 10, 2013
Page 5 of 5
OPP1096252

Please sign and return this Grant Agreement to Alisa Stevens, Grants Coordinator. Please keep a copy for your records. If you have questions, please contact Brandon Mayfield, Grants Administrator at Brandon.Mayfield@gatesfoundation.org or +1 (206) 770-1643.

On behalf of the Foundation, may I extend every good wish for the success of your work.

Sincerely,



Don Shalvey
Deputy Director, College Ready

Green Dot Public Schools, by its authorized representative, agrees to the terms and conditions of this Grant Agreement.



Marco Petruzzi
CEO

Date

11/18/2013

Intergovernmental Reviews of Federal Programs



The proposed project will expand or replicate Green Dot charter schools in California, Tennessee, and Washington. Of the three states, only California participates in the intergovernmental review process. However, California's SPOC – State Clearinghouse – has chosen not to review the application.

(Copy of the email from State Clearinghouse attached below)

From: OPR State Clearinghouse [<mailto:State.Clearinghouse@opr.ca.gov>]
Sent: Thursday, July 17, 2014 11:13 AM
To: James Deavoll
Subject: RE: Intergovernmental Review CFDA 84.282.M

Your grant is not selected by the state for review, no further documentation is required by this office.

*Christine Asiata Rodriguez
Governor's Office of Planning and Research
State Clearinghouse
P.O. Box 3044
Sacramento, CA 95812
916 445-0613
Fax: 916 323-3018*

From: James Deavoll [<mailto:james.deavoll@greendot.org>]
Sent: Thursday, July 17, 2014 10:12 AM
To: OPR State Clearinghouse
Subject: Intergovernmental Review CFDA 84.282.M

Hi,

Could you tell me whether or not applications for the “Replication and Expansion of High-Quality Charter Schools” program (CFDA 84.282M) is subject to intergovernmental/state review?

Thanks

-James

James Deavoll
Grants Manager
Green Dot Public Schools
1149 South Hill Street, Ste 600
Los Angeles, CA 90015



Attachment 3: Proof of Non-Profit Status

07-11-02 12:09pm From-GREENBERG, GLUSKER

310-853-0687

T-571 P.02/07 F-905

No. 3272 P. 1

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **OCT 11 2001**

GREEN DOT EDUCATIONAL PROJECT
C/O DARRYL W CLUSTER
GREENBERG GLUSKER FIELDS CLAMAN
1900 AVE OF THE STARS STE 2100
LOS ANGELES, CA 90067-0000

Employer Identification Number:
95-4679811
DLN:
17053129028001
Contact Person:
DIANE M TONNIS ID# 31361
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

May.31. 2006 10:54AM

-2-

GREEN DOT EDUCATIONAL PROJECT

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

No. 3272 P. 2

May.31. 2006 10:55AM

GREEN DOT EDUCATIONAL PROJECT

No. 9272 P. 3

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

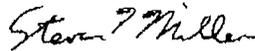
If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Steven T. Miller
Director, Exempt Organizations

Letter 947 (DQ/CG)

May 31 2006 10:55AM

1-02 12:10pm From-GREENBERG, GLUSKER

310-653-0887

T-571 P.05/07 F-986

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GREEN DOT EDUCATIONAL PROJECT

You are not subject to the specific publishing, reporting, and recordkeeping requirements of Revenue Procedure 75-50, 1975-2 C.B., Page 587, so long as you operate as a charter school. If your method of operation changes to the extent that your charter is terminated, canceled or not renewed, you should notify us. You will then be required to comply with Revenue Procedure 75-50.

No. 3272 P. 4

May. 31. 2006 10:56AM

Letter 947 (DO/CG)

Attachment 4: Schools Operated by Applicant

Name of School	Grade Levels	# of Students	Location	Holds Separate Charter?	Charter Type	Chartering Authority	CDS Code (County-District-School)	Year Opened
Ánimo Leadership Charter High School	9—12	619	11044 S. Freeman Ave, Inglewood, CA 90304	Y	Start-up Independent	Lennox SD	19-64709-1996313	2000—01
Ánimo Inglewood Charter High School	9—12	627	3425 Manchester Blvd., Inglewood, CA 90305	Y	Start-up Independent	Inglewood USD	19-64634-1996586	2002—03
Oscar De La Hoya Ánimo Charter High School	9—12	618	1114 S. Lorena St., Los Angeles, CA 90023	Y	Start-up Independent	LAUSD	19-64733-0101675	2003—04
Ánimo South Los Angeles Charter High School	9—12	636	11130 Western Ave. Los Angeles, CA 90047	Y	Start-up Independent	LAUSD	19-64733-0102434	2004—05
Ánimo Venice Charter High School	9—12	601	820 Broadway Street, Venice, CA 90291	Y	Start-up Independent	LAUSD	19-64733-0106831	2004—05
Ánimo Pat Brown Charter High School	6—8	610	8255 Beach Street, Los Angeles, CA 90001	Y	Start-up Independent	LAUSD	19-64733-0106849	2006—07
Ánimo Ralph Bunche Charter High School	9—12	620	1655 E. 27th St., Ste. B, Los Angeles, CA 90011	Y	Start-up Independent	LAUSD	19-64733-0111575	2006—07
Ánimo Jackie Robinson Charter High School	9—12	585	3500 S. Hill Street, Los Angeles, CA 90007	Y	Start-up Independent	LAUSD	19-64733-0111583	2006—07
Ánimo Watts College Preparatory Academy	9—12	544	12628 Avalon Blvd., Los Angeles, CA 90061	Y	Start-up Independent	LAUSD	19-64733-0111625	2007—08
Alain LeRoy Locke 9th Grade Academy	9	418	325 E. 111th St, Los Angeles, CA 90061	Y	Conversion Independent	LAUSD	19-64733-0118588	2008—09
Alain LeRoy Locke Academy A	10—12	641	325 E. 111th St, Los Angeles, CA 90061	Y	Conversion Independent	LAUSD	19-64733-0118588	2008—09
Alain LeRoy Locke Academy B	10—12	443	325 E. 111th St, Los Angeles, CA 90061	Y	Conversion Independent	LAUSD	19-64733-0118588	2008—09
Alain LeRoy Locke Academy C	10—12	437	325 E. 111th St, Los Angeles, CA 90061	Y	Conversion Independent	LAUSD	19-64733-0118588	2008—09
Ánimo Jefferson Charter Middle School	6—8	551	1655 E. 27th St., Ste. A, Los Angeles, CA 90011	Y	Start-up Independent	LAUSD	19-64733-0122481	2010—11
Ánimo College Preparatory Academy	9—12	447	2265 E. 103rd St., Los Angeles, CA 90002	Y	Conversion Independent	LAUSD	19-64733-0124883	2011—12
Ánimo Western Charter Middle School	9—12	621	12226 S. Western Ave., Los Angeles, CA 90047	Y	Conversion Independent	LAUSD	19-64733-0124016	2011—12
Ánimo Phillis Wheatley Charter Middle School	6—8	611	12226 S. Western Ave, Los Angeles, CA 90047	Y	Conversion Independent	LAUSD	19-64733-0124024	2011—12
Ánimo Westside Charter High School	6—8	352	7615 Cowan Ave., Los Angeles, CA 90045	Y	Start-up Independent	LAUSD	19-64733-0122499	2011—12
Ánimo James B. Taylor Charter Middle School	6—8	163	810 East 111th Place, Los Angeles, CA 90059	Y	Start-up Independent	LAUSD	19-64733-0124008	2013—14

Attachment 5: Student Academic Achievement

**2010 California Standards Test (CST)
English-Language Arts**

All Students		
	Proficient & Advanced	
Animo Leadership CHS	55.5%	
Animo Inglewood CHS	47.0%	
Oscar de la Hoya Animo CHS	40.2%	
Animo South LA CHS	38.6%	
Animo Venice CHS	52.1%	
Animo Pat Brown CHS	46.3%	
Animo Ralph Bunche CHS	22.7%	
Animo Jackie Robinson CHS	38.4%	
Animo Jefferson CMS	24.4%	
Animo Locke Tech CHS	18.8%	
Animo Watts CHS	19.4%	
Animo Locke 1 CHS	20.2%	
Animo Locke 2 CHS	21.8%	
Animo Locke 3 CHS	15.9%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	39.4%	
State of California	52.9%	

African American		
	Proficient & Advanced	
Animo Leadership CHS	80.0%	
Animo Inglewood CHS	41.8%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	33.8%	
Animo Venice CHS	68.2%	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	26.3%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	15.5%	
Animo Watts CHS	19.8%	
Animo Locke 1 CHS	31.1%	
Animo Locke 2 CHS	10.3%	
Animo Locke 3 CHS	9.3%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	33.0%	
State of California	38.8%	

**2010 California Standards Test (CST)
English-Language Arts**

Hispanic/Latino		
	Proficient & Advanced	
Animo Leadership CHS	54.9%	
Animo Inglewood CHS	48.0%	
Oscar de la Hoya Animo CHS	40.7%	
Animo South LA CHS	41.3%	
Animo Venice CHS	50.0%	
Animo Pat Brown CHS	46.4%	
Animo Ralph Bunche CHS	22.9%	
Animo Jackie Robinson CHS	39.0%	
Animo Jefferson CMS	25.3%	
Animo Locke Tech CHS	20.1%	
Animo Watts CHS	20.5%	
Animo Locke 1 CHS	17.9%	
Animo Locke 2 CHS	28.1%	
Animo Locke 3 CHS	20.3%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	33.9%	
State of California	40.4%	

Economically Disadvantaged		
	Proficient & Advanced	
Animo Leadership CHS	54.9%	
Animo Inglewood CHS	46.0%	
Oscar de la Hoya Animo CHS	39.5%	
Animo South LA CHS	38.3%	
Animo Venice CHS	49.3%	
Animo Pat Brown CHS	46.2%	
Animo Ralph Bunche CHS	22.9%	
Animo Jackie Robinson CHS	38.8%	
Animo Jefferson CMS	24.0%	
Animo Locke Tech CHS	19.2%	
Animo Watts CHS	19.5%	
Animo Locke 1 CHS	19.9%	
Animo Locke 2 CHS	21.9%	
Animo Locke 3 CHS	16.3%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	35.2%	
State of California	39.8%	

**2010 California Standards Test (CST)
English-Language Arts**

English Language Learner		
	Proficient & Advanced	
Animo Leadership CHS	21.7%	
Animo Inglewood CHS	15.6%	
Oscar de la Hoya Animo CHS	7.2%	
Animo South LA CHS	12.3%	
Animo Venice CHS	16.9%	
Animo Pat Brown CHS	12.4%	
Animo Ralph Bunche CHS	3.9%	
Animo Jackie Robinson CHS	5.0%	
Animo Jefferson CMS	3.8%	
Animo Locke Tech CHS	1.1%	
Animo Watts CHS	3.6%	
Animo Locke 1 CHS	5.5%	
Animo Locke 2 CHS	5.3%	
Animo Locke 3 CHS	1.0%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	3.8%	
State of California	10.8%	

Special Ed (includes CMA & CAPA exams)		
	Proficient & Advanced	
Animo Leadership CHS	14.3%	
Animo Inglewood CHS	13.3%	
Oscar de la Hoya Animo CHS	7.1%	
Animo South LA CHS	4.2%	
Animo Venice CHS	16.7%	
Animo Pat Brown CHS	14.3%	
Animo Ralph Bunche CHS	4.2%	
Animo Jackie Robinson CHS	0.0%	
Animo Jefferson CMS	0.0%	
Animo Locke Tech CHS	11.1%	
Animo Watts CHS	0.0%	
Animo Locke 1 CHS	55.0%	
Animo Locke 2 CHS	0.0%	
Animo Locke 3 CHS	0.0%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	9.2%	
State of California	20.1%	

**2011 California Standards Test (CST)
English-Language Arts**

All Students		
	Proficient & Advanced	
Animo Leadership CHS	54.4%	
Animo Inglewood CHS	53.0%	
Oscar de la Hoya Animo CHS	49.1%	
Animo South LA CHS	33.3%	
Animo Venice CHS	50.0%	
Animo Pat Brown CHS	44.7%	
Animo Ralph Bunche CHS	27.8%	
Animo Jackie Robinson CHS	37.8%	
Animo Jefferson CMS	31.5%	
Animo Locke Tech CHS	20.3%	
Animo Watts CHS	22.7%	
Animo Locke 1 CHS	23.8%	
Animo Locke 2 CHS	16.9%	
Animo Locke 3 CHS	14.4%	
Animo College Preparatory Academy	12.9%	
Animo Western CMS	29.7%	
Animo Phillis Wheatley CMS	16.9%	
Animo Westside CMS	57.6%	
Los Angeles Unified	43.8%	
State of California	55.9%	

African American		
	Proficient & Advanced	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	54.4%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	28.6%	
Animo Venice CHS	57.7%	
Animo Pat Brown CHS	35.7%	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	46.2%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	12.9%	
Animo Watts CHS	23.6%	
Animo Locke 1 CHS	27.9%	
Animo Locke 2 CHS	10.6%	
Animo Locke 3 CHS	8.5%	
Animo College Preparatory Academy	13.6%	
Animo Western CMS	27.0%	
Animo Phillis Wheatley CMS	12.8%	
Animo Westside CMS	57.6%	
Los Angeles Unified	38.3%	
State of California	42.1%	

**2011 California Standards Test (CST)
English-Language Arts**

Hispanic/Latino		
	Proficient & Advanced	
Animo Leadership CHS	53.9%	
Animo Inglewood CHS	52.5%	
Oscar de la Hoya Animo CHS	49.8%	
Animo South LA CHS	36.6%	
Animo Venice CHS	48.1%	
Animo Pat Brown CHS	44.8%	
Animo Ralph Bunche CHS	27.8%	
Animo Jackie Robinson CHS	37.5%	
Animo Jefferson CMS	31.4%	
Animo Locke Tech CHS	23.4%	
Animo Watts CHS	22.4%	
Animo Locke 1 CHS	23.1%	
Animo Locke 2 CHS	20.1%	
Animo Locke 3 CHS	17.8%	
Animo College Preparatory Academy	12.7%	
Animo Western CMS	32.1%	
Animo Phillis Wheatley CMS	21.1%	
Animo Westside CMS	47.2%	
Los Angeles Unified	38.4%	
State of California	44.4%	

Economically Disadvantaged		
	Proficient & Advanced	
Animo Leadership CHS	54.6%	
Animo Inglewood CHS	52.0%	
Oscar de la Hoya Animo CHS	49.2%	
Animo South LA CHS	33.2%	
Animo Venice CHS	47.1%	
Animo Pat Brown CHS	44.5%	
Animo Ralph Bunche CHS	27.7%	
Animo Jackie Robinson CHS	38.4%	
Animo Jefferson CMS	31.4%	
Animo Locke Tech CHS	20.4%	
Animo Watts CHS	21.8%	
Animo Locke 1 CHS	24.5%	
Animo Locke 2 CHS	17.0%	
Animo Locke 3 CHS	14.3%	
Animo College Preparatory Academy	13.3%	
Animo Western CMS	29.1%	
Animo Phillis Wheatley CMS	17.3%	
Animo Westside CMS	50.0%	
Los Angeles Unified	39.9%	
State of California	43.6%	

**2011 California Standards Test (CST)
English-Language Arts**

English Language Learner		
	Proficient & Advanced	
Animo Leadership CHS	25.0%	
Animo Inglewood CHS	21.3%	
Oscar de la Hoya Animo CHS	17.6%	
Animo South LA CHS	11.7%	
Animo Venice CHS	24.2%	
Animo Pat Brown CHS	11.0%	
Animo Ralph Bunche CHS	6.1%	
Animo Jackie Robinson CHS	7.7%	
Animo Jefferson CMS	16.0%	
Animo Locke Tech CHS	1.5%	
Animo Watts CHS	5.1%	
Animo Locke 1 CHS	8.6%	
Animo Locke 2 CHS	3.3%	
Animo Locke 3 CHS	3.3%	
Animo College Preparatory Academy	3.7%	
Animo Western CMS	8.2%	
Animo Phillis Wheatley CMS	8.0%	
Animo Westside CMS	N/A	
Los Angeles Unified	4.3%	
State of California	11.9%	

Special Ed (includes CMA & CAPA exams)		
	Proficient & Advanced	
Animo Leadership CHS	5.9%	
Animo Inglewood CHS	33.3%	
Oscar de la Hoya Animo CHS	14.7%	
Animo South LA CHS	0.0%	
Animo Venice CHS	27.5%	
Animo Pat Brown CHS	12.9%	
Animo Ralph Bunche CHS	8.5%	
Animo Jackie Robinson CHS	6.5%	
Animo Jefferson CMS	4.9%	
Animo Locke Tech CHS	9.7%	
Animo Watts CHS	5.0%	
Animo Locke 1 CHS	61.9%	
Animo Locke 2 CHS	1.3%	
Animo Locke 3 CHS	0.0%	
Animo College Preparatory Academy	5.6%	
Animo Western CMS	32.9%	
Animo Phillis Wheatley CMS	13.4%	
Animo Westside CMS	N/A	
Los Angeles Unified	11.7%	
State of California	23.9%	

**2012 California Standards Test (CST)
English-Language Arts**

All Students		
	Proficient & Advanced	
Animo Leadership CHS	52.8%	
Animo Inglewood CHS	58.5%	
Oscar de la Hoya Animo CHS	43.1%	
Animo South LA CHS	31.2%	
Animo Venice CHS	49.7%	
Animo Pat Brown CHS	48.0%	
Animo Ralph Bunche CHS	27.3%	
Animo Jackie Robinson CHS	37.4%	
Animo Jefferson CMS	35.1%	
Animo Locke Tech CHS	18.1%	
Animo Watts CHS	25.5%	
Animo Locke 1 CHS	23.5%	
Animo Locke 2 CHS	19.1%	
Animo Locke 3 CHS	14.1%	
Animo College Preparatory Academy	17.2%	
Animo Western CMS	32.0%	
Animo Phillis Wheatley CMS	23.2%	
Animo Westside CMS	51.6%	
Los Angeles Unified	44.7%	
State of California	56.1%	

African American		
	Proficient & Advanced	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	64.1%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	29.8%	
Animo Venice CHS	51.6%	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	50.0%	
Animo Locke Tech CHS	10.3%	
Animo Watts CHS	23.1%	
Animo Locke 1 CHS	27.6%	
Animo Locke 2 CHS	9.6%	
Animo Locke 3 CHS	8.7%	
Animo College Preparatory Academy	17.7%	
Animo Western CMS	28.4%	
Animo Phillis Wheatley CMS	18.1%	
Animo Westside CMS	N/A	
Los Angeles Unified	38.5%	
State of California	41.9%	

**2012 California Standards Test (CST)
English-Language Arts**

Hispanic/Latino		
	Proficient & Advanced	
Animo Leadership CHS	52.7%	
Animo Inglewood CHS	57.1%	
Oscar de la Hoya Animo CHS	43.2%	
Animo South LA CHS	31.4%	
Animo Venice CHS	48.0%	
Animo Pat Brown CHS	48.6%	
Animo Ralph Bunche CHS	27.1%	
Animo Jackie Robinson CHS	37.8%	
Animo Jefferson CMS	35.0%	
Animo Locke Tech CHS	21.1%	
Animo Watts CHS	26.2%	
Animo Locke 1 CHS	22.8%	
Animo Locke 2 CHS	23.0%	
Animo Locke 3 CHS	17.2%	
Animo College Preparatory Academy	16.8%	
Animo Western CMS	34.0%	
Animo Phillis Wheatley CMS	27.8%	
Animo Westside CMS	52.3%	
Los Angeles Unified	39.7%	
State of California	44.9%	

Economically Disadvantaged		
	Proficient & Advanced	
Animo Leadership CHS	51.4%	
Animo Inglewood CHS	57.2%	
Oscar de la Hoya Animo CHS	43.1%	
Animo South LA CHS	31.4%	
Animo Venice CHS	47.6%	
Animo Pat Brown CHS	47.9%	
Animo Ralph Bunche CHS	27.2%	
Animo Jackie Robinson CHS	37.5%	
Animo Jefferson CMS	35.0%	
Animo Locke Tech CHS	17.3%	
Animo Watts CHS	25.0%	
Animo Locke 1 CHS	23.5%	
Animo Locke 2 CHS	19.2%	
Animo Locke 3 CHS	12.6%	
Animo College Preparatory Academy	16.6%	
Animo Western CMS	31.0%	
Animo Phillis Wheatley CMS	23.7%	
Animo Westside CMS	43.1%	
Los Angeles Unified	41.5%	
State of California	44.3%	

**2012 California Standards Test (CST)
English-Language Arts**

English Language Learner		
	Proficient & Advanced	
Animo Leadership CHS	11.2%	
Animo Inglewood CHS	15.5%	
Oscar de la Hoya Animo CHS	8.0%	
Animo South LA CHS	2.2%	
Animo Venice CHS	9.4%	
Animo Pat Brown CHS	6.3%	
Animo Ralph Bunche CHS	0.9%	
Animo Jackie Robinson CHS	3.5%	
Animo Jefferson CMS	3.2%	
Animo Locke Tech CHS	7.1%	
Animo Watts CHS	5.6%	
Animo Locke 1 CHS	1.2%	
Animo Locke 2 CHS	3.4%	
Animo Locke 3 CHS	1.5%	
Animo College Preparatory Academy	4.2%	
Animo Western CMS	4.8%	
Animo Phillis Wheatley CMS	2.0%	
Animo Westside CMS	26.3%	
Los Angeles Unified	2.8%	
State of California	9.3%	

Special Ed (includes CMA & CAPA exams)		
	Proficient & Advanced	
Animo Leadership CHS	4.0%	
Animo Inglewood CHS	45.8%	
Oscar de la Hoya Animo CHS	11.5%	
Animo South LA CHS	11.8%	
Animo Venice CHS	19.0%	
Animo Pat Brown CHS	18.9%	
Animo Ralph Bunche CHS	6.1%	
Animo Jackie Robinson CHS	0.0%	
Animo Jefferson CMS	5.6%	
Animo Locke Tech CHS	5.3%	
Animo Watts CHS	7.1%	
Animo Locke 1 CHS	0.0%	
Animo Locke 2 CHS	2.3%	
Animo Locke 3 CHS	4.5%	
Animo College Preparatory Academy	16.2%	
Animo Western CMS	21.6%	
Animo Phillis Wheatley CMS	9.6%	
Animo Westside CMS	40.0%	
Los Angeles Unified	15.5%	
State of California	25.5%	

2010 California Standards Test (CST)

Mathematics

All Students		
	Proficient & Advanced	
Animo Leadership CHS	24.0%	
Animo Inglewood CHS	19.7%	
Oscar de la Hoya Animo CHS	25.8%	
Animo South LA CHS	19.1%	
Animo Venice CHS	38.7%	
Animo Pat Brown CHS	40.7%	
Animo Ralph Bunche CHS	12.1%	
Animo Jackie Robinson CHS	39.6%	
Animo Jefferson CMS	20.2%	
Animo Locke Tech CHS	5.1%	
Animo Watts CHS	6.5%	
Animo Locke 1 CHS	14.1%	
Animo Locke 2 CHS	13.4%	
Animo Locke 3 CHS	10.9%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	27.3%	
State of California	39.0%	

African American		
	Proficient & Advanced	
Animo Leadership CHS	20.0%	
Animo Inglewood CHS	12.2%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	10.2%	
Animo Venice CHS	40.9%	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	5.3%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	2.1%	
Animo Watts CHS	4.4%	
Animo Locke 1 CHS	25.0%	
Animo Locke 2 CHS	4.7%	
Animo Locke 3 CHS	2.9%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	16.9%	
State of California	22.9%	

**2010 California Standards Test (CST)
Mathematics**

Hispanic/Latino		
	Proficient & Advanced	
Animo Leadership CHS	24.3%	
Animo Inglewood CHS	21.7%	
Oscar de la Hoya Animo CHS	25.9%	
Animo South LA CHS	24.4%	
Animo Venice CHS	38.5%	
Animo Pat Brown CHS	41.1%	
Animo Ralph Bunche CHS	12.2%	
Animo Jackie Robinson CHS	41.0%	
Animo Jefferson CMS	21.9%	
Animo Locke Tech CHS	5.4%	
Animo Watts CHS	6.9%	
Animo Locke 1 CHS	12.1%	
Animo Locke 2 CHS	18.5%	
Animo Locke 3 CHS	15.3%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	22.5%	
State of California	28.7%	

Economically Disadvantaged		
	Proficient & Advanced	
Animo Leadership CHS	24.2%	
Animo Inglewood CHS	19.8%	
Oscar de la Hoya Animo CHS	25.9%	
Animo South LA CHS	19.5%	
Animo Venice CHS	37.8%	
Animo Pat Brown CHS	40.9%	
Animo Ralph Bunche CHS	12.2%	
Animo Jackie Robinson CHS	40.0%	
Animo Jefferson CMS	20.3%	
Animo Locke Tech CHS	5.2%	
Animo Watts CHS	6.6%	
Animo Locke 1 CHS	14.1%	
Animo Locke 2 CHS	13.4%	
Animo Locke 3 CHS	10.7%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	24.0%	
State of California	29.5%	

**2010 California Standards Test (CST)
Mathematics**

English Language Learner		
	Proficient & Advanced	
Animo Leadership CHS	14.2%	
Animo Inglewood CHS	8.9%	
Oscar de la Hoya Animo CHS	9.4%	
Animo South LA CHS	5.5%	
Animo Venice CHS	16.9%	
Animo Pat Brown CHS	19.2%	
Animo Ralph Bunche CHS	6.2%	
Animo Jackie Robinson CHS	21.2%	
Animo Jefferson CMS	5.1%	
Animo Locke Tech CHS	0.0%	
Animo Watts CHS	2.4%	
Animo Locke 1 CHS	7.1%	
Animo Locke 2 CHS	5.2%	
Animo Locke 3 CHS	3.3%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	6.3%	
State of California	15.4%	

Special Ed (includes CMA & CAPA exams)		
	Proficient & Advanced	
Animo Leadership CHS	21.1%	
Animo Inglewood CHS	13.3%	
Oscar de la Hoya Animo CHS	0.0%	
Animo South LA CHS	0.0%	
Animo Venice CHS	13.3%	
Animo Pat Brown CHS	17.2%	
Animo Ralph Bunche CHS	6.3%	
Animo Jackie Robinson CHS	4.0%	
Animo Jefferson CMS	0.0%	
Animo Locke Tech CHS	0.0%	
Animo Watts CHS	0.0%	
Animo Locke 1 CHS	55.0%	
Animo Locke 2 CHS	0.0%	
Animo Locke 3 CHS	2.1%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	7.0%	
State of California	14.4%	

**2011 California Standards Test (CST)
Mathematics**

All Students		
	Proficient & Advanced	
Animo Leadership CHS	34.1%	
Animo Inglewood CHS	33.2%	
Oscar de la Hoya Animo CHS	34.9%	
Animo South LA CHS	11.3%	
Animo Venice CHS	28.0%	
Animo Pat Brown CHS	42.6%	
Animo Ralph Bunche CHS	18.9%	
Animo Jackie Robinson CHS	29.9%	
Animo Jefferson CMS	42.2%	
Animo Locke Tech CHS	8.6%	
Animo Watts CHS	12.1%	
Animo Locke 1 CHS	21.6%	
Animo Locke 2 CHS	6.4%	
Animo Locke 3 CHS	7.6%	
Animo College Preparatory Academy	12.1%	
Animo Western CMS	24.6%	
Animo Phillis Wheatley CMS	16.3%	
Animo Westside CMS	52.5%	
Los Angeles Unified	30.1%	
State of California	40.6%	

African American		
	Proficient & Advanced	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	31.8%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	10.1%	
Animo Venice CHS	34.6%	
Animo Pat Brown CHS	35.7%	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	14.3%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	6.5%	
Animo Watts CHS	8.8%	
Animo Locke 1 CHS	20.6%	
Animo Locke 2 CHS	2.2%	
Animo Locke 3 CHS	4.6%	
Animo College Preparatory Academy	8.8%	
Animo Western CMS	20.1%	
Animo Phillis Wheatley CMS	11.2%	
Animo Westside CMS	51.5%	
Los Angeles Unified	19.7%	
State of California	24.1%	

2011 California Standards Test (CST)

Mathematics

Hispanic/Latino		
	Proficient & Advanced	
Animo Leadership CHS	34.5%	
Animo Inglewood CHS	33.2%	
Oscar de la Hoya Animo CHS	35.5%	
Animo South LA CHS	12.2%	
Animo Venice CHS	27.0%	
Animo Pat Brown CHS	42.8%	
Animo Ralph Bunche CHS	18.7%	
Animo Jackie Robinson CHS	30.3%	
Animo Jefferson CMS	42.1%	
Animo Locke Tech CHS	9.5%	
Animo Watts CHS	13.2%	
Animo Locke 1 CHS	21.3%	
Animo Locke 2 CHS	8.3%	
Animo Locke 3 CHS	9.7%	
Animo College Preparatory Academy	13.2%	
Animo Western CMS	27.8%	
Animo Phillis Wheatley CMS	22.3%	
Animo Westside CMS	50.9%	
Los Angeles Unified	24.9%	
State of California	30.3%	

Economically Disadvantaged		
	Proficient & Advanced	
Animo Leadership CHS	33.2%	
Animo Inglewood CHS	34.5%	
Oscar de la Hoya Animo CHS	35.2%	
Animo South LA CHS	11.2%	
Animo Venice CHS	26.7%	
Animo Pat Brown CHS	42.7%	
Animo Ralph Bunche CHS	18.7%	
Animo Jackie Robinson CHS	30.6%	
Animo Jefferson CMS	42.3%	
Animo Locke Tech CHS	8.6%	
Animo Watts CHS	11.9%	
Animo Locke 1 CHS	22.1%	
Animo Locke 2 CHS	6.7%	
Animo Locke 3 CHS	6.4%	
Animo College Preparatory Academy	11.7%	
Animo Western CMS	25.3%	
Animo Phillis Wheatley CMS	17.4%	
Animo Westside CMS	48.7%	
Los Angeles Unified	26.5%	
State of California	31.2%	

**2011 California Standards Test (CST)
Mathematics**

English Language Learner		
	Proficient & Advanced	
Animo Leadership CHS	20.9%	
Animo Inglewood CHS	10.6%	
Oscar de la Hoya Animo CHS	10.9%	
Animo South LA CHS	2.6%	
Animo Venice CHS	13.6%	
Animo Pat Brown CHS	16.2%	
Animo Ralph Bunche CHS	12.2%	
Animo Jackie Robinson CHS	14.1%	
Animo Jefferson CMS	25.8%	
Animo Locke Tech CHS	2.9%	
Animo Watts CHS	7.1%	
Animo Locke 1 CHS	15.6%	
Animo Locke 2 CHS	3.4%	
Animo Locke 3 CHS	2.3%	
Animo College Preparatory Academy	9.2%	
Animo Western CMS	11.0%	
Animo Phillis Wheatley CMS	10.6%	
Animo Westside CMS	N/A	
Los Angeles Unified	7.3%	
State of California	16.0%	

Special Ed (includes CMA & CAPA exams)		
	Proficient & Advanced	
Animo Leadership CHS	17.6%	
Animo Inglewood CHS	26.3%	
Oscar de la Hoya Animo CHS	9.7%	
Animo South LA CHS	0.0%	
Animo Venice CHS	17.5%	
Animo Pat Brown CHS	9.7%	
Animo Ralph Bunche CHS	4.3%	
Animo Jackie Robinson CHS	12.5%	
Animo Jefferson CMS	24.4%	
Animo Locke Tech CHS	6.7%	
Animo Watts CHS	7.3%	
Animo Locke 1 CHS	60.0%	
Animo Locke 2 CHS	0.0%	
Animo Locke 3 CHS	0.0%	
Animo College Preparatory Academy	0.0%	
Animo Western CMS	24.4%	
Animo Phillis Wheatley CMS	15.2%	
Animo Westside CMS	N/A	
Los Angeles Unified	9.0%	
State of California	16.0%	

**2012 California Standards Test (CST)
Mathematics**

All Students		
	Proficient & Advanced	
Animo Leadership CHS	40.0%	
Animo Inglewood CHS	43.4%	
Oscar de la Hoya Animo CHS	20.4%	
Animo South LA CHS	10.3%	
Animo Venice CHS	26.8%	
Animo Pat Brown CHS	50.2%	
Animo Ralph Bunche CHS	20.7%	
Animo Jackie Robinson CHS	29.2%	
Animo Jefferson CMS	38.3%	
Animo Locke Tech CHS	7.1%	
Animo Watts CHS	10.6%	
Animo Locke 1 CHS	13.3%	
Animo Locke 2 CHS	5.1%	
Animo Locke 3 CHS	4.0%	
Animo College Preparatory Academy	16.0%	
Animo Western CMS	23.8%	
Animo Phillis Wheatley CMS	20.9%	
Animo Westside CMS	49.6%	
Los Angeles Unified	30.8%	
State of California	40.5%	

African American		
	Proficient & Advanced	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	29.5%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	11.1%	
Animo Venice CHS	25.8%	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	25.0%	
Animo Locke Tech CHS	3.7%	
Animo Watts CHS	5.7%	
Animo Locke 1 CHS	9.7%	
Animo Locke 2 CHS	1.9%	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	9.5%	
Animo Western CMS	17.6%	
Animo Phillis Wheatley CMS	15.2%	
Animo Westside CMS	N/A	
Los Angeles Unified	20.4%	
State of California	23.9%	

**2012 California Standards Test (CST)
Mathematics**

Hispanic/Latino		
	Proficient & Advanced	
Animo Leadership CHS	40.0%	
Animo Inglewood CHS	46.2%	
Oscar de la Hoya Animo CHS	20.4%	
Animo South LA CHS	9.6%	
Animo Venice CHS	27.0%	
Animo Pat Brown CHS	50.9%	
Animo Ralph Bunche CHS	20.7%	
Animo Jackie Robinson CHS	29.4%	
Animo Jefferson CMS	38.4%	
Animo Locke Tech CHS	8.4%	
Animo Watts CHS	12.0%	
Animo Locke 1 CHS	13.9%	
Animo Locke 2 CHS	6.3%	
Animo Locke 3 CHS	6.7%	
Animo College Preparatory Academy	17.5%	
Animo Western CMS	26.4%	
Animo Phillis Wheatley CMS	25.7%	
Animo Westside CMS	46.8%	
Los Angeles Unified	26.2%	
State of California	30.2%	

Economically Disadvantaged		
	Proficient & Advanced	
Animo Leadership CHS	39.2%	
Animo Inglewood CHS	44.0%	
Oscar de la Hoya Animo CHS	20.0%	
Animo South LA CHS	10.8%	
Animo Venice CHS	26.8%	
Animo Pat Brown CHS	50.2%	
Animo Ralph Bunche CHS	20.7%	
Animo Jackie Robinson CHS	28.7%	
Animo Jefferson CMS	38.4%	
Animo Locke Tech CHS	7.6%	
Animo Watts CHS	10.9%	
Animo Locke 1 CHS	13.5%	
Animo Locke 2 CHS	5.3%	
Animo Locke 3 CHS	3.9%	
Animo College Preparatory Academy	15.6%	
Animo Western CMS	24.0%	
Animo Phillis Wheatley CMS	22.3%	
Animo Westside CMS	42.5%	
Los Angeles Unified	28.1%	
State of California	31.1%	

**2012 California Standards Test (CST)
Mathematics**

English Language Learner		
	Proficient & Advanced	
Animo Leadership CHS	21.6%	
Animo Inglewood CHS	32.1%	
Oscar de la Hoya Animo CHS	4.0%	
Animo South LA CHS	0.0%	
Animo Venice CHS	15.4%	
Animo Pat Brown CHS	29.5%	
Animo Ralph Bunche CHS	2.9%	
Animo Jackie Robinson CHS	8.9%	
Animo Jefferson CMS	11.5%	
Animo Locke Tech CHS	4.5%	
Animo Watts CHS	5.8%	
Animo Locke 1 CHS	2.6%	
Animo Locke 2 CHS	1.2%	
Animo Locke 3 CHS	0.0%	
Animo College Preparatory Academy	7.3%	
Animo Western CMS	6.6%	
Animo Phillis Wheatley CMS	9.0%	
Animo Westside CMS	31.6%	
Los Angeles Unified	5.6%	
State of California	13.9%	

Special Ed (includes CMA & CAPA exams)		
	Proficient & Advanced	
Animo Leadership CHS	32.0%	
Animo Inglewood CHS	33.3%	
Oscar de la Hoya Animo CHS	7.7%	
Animo South LA CHS	0.0%	
Animo Venice CHS	12.5%	
Animo Pat Brown CHS	33.3%	
Animo Ralph Bunche CHS	0.0%	
Animo Jackie Robinson CHS	0.0%	
Animo Jefferson CMS	9.3%	
Animo Locke Tech CHS	0.0%	
Animo Watts CHS	4.9%	
Animo Locke 1 CHS	58.0%	
Animo Locke 2 CHS	0.0%	
Animo Locke 3 CHS	0.0%	
Animo College Preparatory Academy	5.3%	
Animo Western CMS	8.1%	
Animo Phillis Wheatley CMS	11.7%	
Animo Westside CMS	34.3%	
Los Angeles Unified	11.0%	
State of California	16.2%	

2010 Average Daily Attendance (ADA)

All Students		
	Average Daily Attendance	
Animo Leadership CHS	96.8%	
Animo Inglewood CHS	95.5%	
Oscar de la Hoya Animo CHS	96.7%	
Animo South LA CHS	96.8%	
Animo Venice CHS	96.0%	
Animo Pat Brown CHS	95.4%	
Animo Ralph Bunche CHS	95.6%	
Animo Jackie Robinson CHS	97.2%	
Animo Jefferson CMS	97.5%	
Animo Locke Tech CHS	91.8%	
Animo Watts CHS	89.0%	
Animo Locke 1 CHS	95.1%	
Animo Locke 2 CHS	90.0%	
Animo Locke 3 CHS	92.4%	
Animo College Preparatory Academy	N/A	N/A
Animo Western CMS	N/A	N/A
Animo Phillis Wheatley CMS	N/A	N/A
Animo Westside CMS	N/A	N/A
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

African American		
	Average Daily Attendance	
Animo Leadership CHS	N/A	N/A
Animo Inglewood CHS	94.5%	
Oscar de la Hoya Animo CHS	N/A	N/A
Animo South LA CHS	96.3%	
Animo Venice CHS	N/A	N/A
Animo Pat Brown CHS	N/A	N/A
Animo Ralph Bunche CHS	N/A	N/A
Animo Jackie Robinson CHS	N/A	N/A
Animo Jefferson CMS	N/A	N/A
Animo Locke Tech CHS	91.0%	
Animo Watts CHS	88.3%	
Animo Locke 1 CHS	94.4%	
Animo Locke 2 CHS	89.4%	
Animo Locke 3 CHS	91.9%	
Animo College Preparatory Academy	N/A	N/A
Animo Western CMS	N/A	N/A
Animo Phillis Wheatley CMS	N/A	N/A
Animo Westside CMS	N/A	N/A
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

2010 Average Daily Attendance (ADA)

Hispanic/Latino		
	Average Daily Attendance	
Animo Leadership CHS	96.8%	
Animo Inglewood CHS	95.9%	
Oscar de la Hoya Animo CHS	96.7%	
Animo South LA CHS	97.3%	
Animo Venice CHS	96.0%	
Animo Pat Brown CHS	95.4%	
Animo Ralph Bunche CHS	95.6%	
Animo Jackie Robinson CHS	97.2%	
Animo Jefferson CMS	97.5%	
Animo Locke Tech CHS	92.3%	
Animo Watts CHS	89.5%	
Animo Locke 1 CHS	95.5%	
Animo Locke 2 CHS	90.4%	
Animo Locke 3 CHS	92.9%	
Animo College Preparatory Academy	N/A	N/A
Animo Western CMS	N/A	N/A
Animo Phillis Wheatley CMS	N/A	N/A
Animo Westside CMS	N/A	N/A
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

Economically Disadvantaged		
	Average Daily Attendance	
Animo Leadership CHS	96.6%	
Animo Inglewood CHS	95.6%	
Oscar de la Hoya Animo CHS	96.5%	
Animo South LA CHS	96.6%	
Animo Venice CHS	96.1%	
Animo Pat Brown CHS	95.2%	
Animo Ralph Bunche CHS	95.4%	
Animo Jackie Robinson CHS	97.3%	
Animo Jefferson CMS	97.3%	
Animo Locke Tech CHS	91.7%	
Animo Watts CHS	89.1%	
Animo Locke 1 CHS	94.9%	
Animo Locke 2 CHS	89.8%	
Animo Locke 3 CHS	92.2%	
Animo College Preparatory Academy	N/A	N/A
Animo Western CMS	N/A	N/A
Animo Phillis Wheatley CMS	N/A	N/A
Animo Westside CMS	N/A	N/A
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

2010 Average Daily Attendance (ADA)

English Language Learner		
	Average Daily Attendance	
Animo Leadership CHS	96.7%	
Animo Inglewood CHS	95.6%	
Oscar de la Hoya Animo CHS	96.6%	
Animo South LA CHS	96.8%	
Animo Venice CHS	95.9%	
Animo Pat Brown CHS	95.4%	
Animo Ralph Bunche CHS	95.5%	
Animo Jackie Robinson CHS	97.3%	
Animo Jefferson CMS	97.4%	
Animo Locke Tech CHS	91.8%	
Animo Watts CHS	89.1%	
Animo Locke 1 CHS	95.0%	
Animo Locke 2 CHS	89.9%	
Animo Locke 3 CHS	92.4%	
Animo College Preparatory Academy	N/A	N/A
Animo Western CMS	N/A	N/A
Animo Phillis Wheatley CMS	N/A	N/A
Animo Westside CMS	N/A	N/A
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

Special Ed		
	Average Daily Attendance	
Animo Leadership CHS	96.9%	
Animo Inglewood CHS	95.4%	
Oscar de la Hoya Animo CHS	96.8%	
Animo South LA CHS	96.8%	
Animo Venice CHS	95.9%	
Animo Pat Brown CHS	95.4%	
Animo Ralph Bunche CHS	95.5%	
Animo Jackie Robinson CHS	97.1%	
Animo Jefferson CMS	97.6%	
Animo Locke Tech CHS	91.8%	
Animo Watts CHS	89.1%	
Animo Locke 1 CHS	95.2%	
Animo Locke 2 CHS	90.0%	
Animo Locke 3 CHS	92.5%	
Animo College Preparatory Academy	N/A	N/A
Animo Western CMS	N/A	N/A
Animo Phillis Wheatley CMS	N/A	N/A
Animo Westside CMS	N/A	N/A
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

2011 Average Daily Attendance (ADA)

All Students		
	Average Daily Attendance	
Animo Leadership CHS	97.0%	
Animo Inglewood CHS	95.7%	
Oscar de la Hoya Animo CHS	96.7%	
Animo South LA CHS	97.2%	
Animo Venice CHS	96.9%	
Animo Pat Brown CHS	95.6%	
Animo Ralph Bunche CHS	96.7%	
Animo Jackie Robinson CHS	97.4%	
Animo Jefferson CMS	96.3%	
Animo Locke Tech CHS	93.1%	
Animo Watts CHS	90.4%	
Animo Locke 1 CHS	94.9%	
Animo Locke 2 CHS	91.7%	
Animo Locke 3 CHS	88.6%	
Animo College Preparatory Academy	87.6%	
Animo Western CMS	96.3%	
Animo Phillis Wheatley CMS	96.2%	
Animo Westside CMS	96.6%	
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

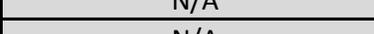
African American		
	Average Daily Attendance	
Animo Leadership CHS	N/A	N/A
Animo Inglewood CHS	95.6%	
Oscar de la Hoya Animo CHS	N/A	N/A
Animo South LA CHS	97.1%	
Animo Venice CHS	N/A	N/A
Animo Pat Brown CHS	N/A	N/A
Animo Ralph Bunche CHS	N/A	N/A
Animo Jackie Robinson CHS	N/A	N/A
Animo Jefferson CMS	N/A	N/A
Animo Locke Tech CHS	93.0%	
Animo Watts CHS	90.4%	
Animo Locke 1 CHS	94.7%	
Animo Locke 2 CHS	91.6%	
Animo Locke 3 CHS	88.4%	
Animo College Preparatory Academy	87.5%	
Animo Western CMS	96.1%	
Animo Phillis Wheatley CMS	96.0%	
Animo Westside CMS	N/A	N/A
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

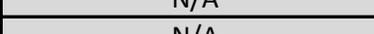
2011 Average Daily Attendance (ADA)

Hispanic/Latino		
	Average Daily Attendance	
Animo Leadership CHS	97.1%	
Animo Inglewood CHS	95.7%	
Oscar de la Hoya Animo CHS	96.8%	
Animo South LA CHS	97.2%	
Animo Venice CHS	97.0%	
Animo Pat Brown CHS	95.6%	
Animo Ralph Bunche CHS	96.8%	
Animo Jackie Robinson CHS	97.4%	
Animo Jefferson CMS	96.4%	
Animo Locke Tech CHS	93.1%	
Animo Watts CHS	90.4%	
Animo Locke 1 CHS	95.0%	
Animo Locke 2 CHS	91.7%	
Animo Locke 3 CHS	88.6%	
Animo College Preparatory Academy	87.7%	
Animo Western CMS	96.3%	
Animo Phillis Wheatley CMS	96.3%	
Animo Westside CMS	96.7%	
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

Economically Disadvantaged		
	Average Daily Attendance	
Animo Leadership CHS	97.1%	
Animo Inglewood CHS	95.7%	
Oscar de la Hoya Animo CHS	96.6%	
Animo South LA CHS	97.3%	
Animo Venice CHS	96.8%	
Animo Pat Brown CHS	95.6%	
Animo Ralph Bunche CHS	96.8%	
Animo Jackie Robinson CHS	97.4%	
Animo Jefferson CMS	96.4%	
Animo Locke Tech CHS	93.1%	
Animo Watts CHS	90.4%	
Animo Locke 1 CHS	95.0%	
Animo Locke 2 CHS	91.7%	
Animo Locke 3 CHS	88.7%	
Animo College Preparatory Academy	87.6%	
Animo Western CMS	96.4%	
Animo Phillis Wheatley CMS	96.1%	
Animo Westside CMS	96.6%	
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

2011 Average Daily Attendance (ADA)

English Language Learner		
	Average Daily Attendance	
Animo Leadership CHS	96.9%	
Animo Inglewood CHS	95.7%	
Oscar de la Hoya Animo CHS	96.6%	
Animo South LA CHS	97.2%	
Animo Venice CHS	96.8%	
Animo Pat Brown CHS	95.6%	
Animo Ralph Bunche CHS	96.6%	
Animo Jackie Robinson CHS	97.4%	
Animo Jefferson CMS	96.3%	
Animo Locke Tech CHS	93.1%	
Animo Watts CHS	90.4%	
Animo Locke 1 CHS	94.8%	
Animo Locke 2 CHS	91.6%	
Animo Locke 3 CHS	88.7%	
Animo College Preparatory Academy	87.6%	
Animo Western CMS	96.2%	
Animo Phillis Wheatley CMS	96.2%	
Animo Westside CMS	96.5%	
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

Special Ed		
	Average Daily Attendance	
Animo Leadership CHS	97.0%	
Animo Inglewood CHS	95.8%	
Oscar de la Hoya Animo CHS	96.7%	
Animo South LA CHS	97.3%	
Animo Venice CHS	96.9%	
Animo Pat Brown CHS	95.7%	
Animo Ralph Bunche CHS	96.7%	
Animo Jackie Robinson CHS	97.4%	
Animo Jefferson CMS	96.4%	
Animo Locke Tech CHS	93.1%	
Animo Watts CHS	90.5%	
Animo Locke 1 CHS	94.9%	
Animo Locke 2 CHS	91.7%	
Animo Locke 3 CHS	88.6%	
Animo College Preparatory Academy	87.7%	
Animo Western CMS	96.3%	
Animo Phillis Wheatley CMS	96.3%	
Animo Westside CMS	96.6%	
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

2012 Average Daily Attendance (ADA)

All Students		
	Average Daily Attendance	
Animo Leadership CHS	96.9%	
Animo Inglewood CHS	96.0%	
Oscar de la Hoya Animo CHS	96.5%	
Animo South LA CHS	97.2%	
Animo Venice CHS	96.7%	
Animo Pat Brown CHS	95.7%	
Animo Ralph Bunche CHS	97.1%	
Animo Jackie Robinson CHS	96.9%	
Animo Jefferson CMS	97.0%	
Animo Locke Tech CHS	93.2%	
Animo Watts CHS	91.6%	
Animo Locke 1 CHS	96.9%	
Animo Locke 2 CHS	91.9%	
Animo Locke 3 CHS	88.1%	
Animo College Preparatory Academy	91.3%	
Animo Western CMS	96.4%	
Animo Phillis Wheatley CMS	96.3%	
Animo Westside CMS	95.6%	
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

African American		
	Average Daily Attendance	
Animo Leadership CHS	N/A	N/A
Animo Inglewood CHS	96.1%	
Oscar de la Hoya Animo CHS	N/A	N/A
Animo South LA CHS	97.1%	
Animo Venice CHS	N/A	N/A
Animo Pat Brown CHS	N/A	N/A
Animo Ralph Bunche CHS	N/A	N/A
Animo Jackie Robinson CHS	N/A	N/A
Animo Jefferson CMS	N/A	N/A
Animo Locke Tech CHS	93.1%	
Animo Watts CHS	91.5%	
Animo Locke 1 CHS	97.0%	
Animo Locke 2 CHS	91.8%	
Animo Locke 3 CHS	88.2%	
Animo College Preparatory Academy	91.2%	
Animo Western CMS	96.5%	
Animo Phillis Wheatley CMS	96.4%	
Animo Westside CMS	N/A	N/A
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

2012 Average Daily Attendance (ADA)

Hispanic/Latino		
	Average Daily Attendance	
Animo Leadership CHS	97.0%	
Animo Inglewood CHS	96.1%	
Oscar de la Hoya Animo CHS	96.6%	
Animo South LA CHS	97.3%	
Animo Venice CHS	96.8%	
Animo Pat Brown CHS	95.9%	
Animo Ralph Bunche CHS	97.2%	
Animo Jackie Robinson CHS	96.8%	
Animo Jefferson CMS	97.1%	
Animo Locke Tech CHS	93.1%	
Animo Watts CHS	91.7%	
Animo Locke 1 CHS	96.8%	
Animo Locke 2 CHS	92.0%	
Animo Locke 3 CHS	88.2%	
Animo College Preparatory Academy	91.2%	
Animo Western CMS	96.5%	
Animo Phillis Wheatley CMS	96.4%	
Animo Westside CMS	95.5%	
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

Economically Disadvantaged		
	Average Daily Attendance	
Animo Leadership CHS	96.9%	
Animo Inglewood CHS	96.1%	
Oscar de la Hoya Animo CHS	96.5%	
Animo South LA CHS	97.2%	
Animo Venice CHS	96.7%	
Animo Pat Brown CHS	95.7%	
Animo Ralph Bunche CHS	97.2%	
Animo Jackie Robinson CHS	96.9%	
Animo Jefferson CMS	97.0%	
Animo Locke Tech CHS	93.3%	
Animo Watts CHS	91.6%	
Animo Locke 1 CHS	97.0%	
Animo Locke 2 CHS	92.0%	
Animo Locke 3 CHS	88.1%	
Animo College Preparatory Academy	91.3%	
Animo Western CMS	96.5%	
Animo Phillis Wheatley CMS	96.3%	
Animo Westside CMS	95.7%	
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

2012 Average Daily Attendance (ADA)

English Language Learner		
	Average Daily Attendance	
Animo Leadership CHS	96.9%	
Animo Inglewood CHS	96.1%	
Oscar de la Hoya Animo CHS	96.5%	
Animo South LA CHS	97.3%	
Animo Venice CHS	96.7%	
Animo Pat Brown CHS	95.5%	
Animo Ralph Bunche CHS	97.1%	
Animo Jackie Robinson CHS	97.0%	
Animo Jefferson CMS	97.0%	
Animo Locke Tech CHS	93.3%	
Animo Watts CHS	91.6%	
Animo Locke 1 CHS	96.7%	
Animo Locke 2 CHS	92.0%	
Animo Locke 3 CHS	88.1%	
Animo College Preparatory Academy	91.4%	
Animo Western CMS	96.4%	
Animo Phillis Wheatley CMS	96.4%	
Animo Westside CMS	95.4%	
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

Special Ed		
	Average Daily Attendance	
Animo Leadership CHS	96.8%	
Animo Inglewood CHS	96.0%	
Oscar de la Hoya Animo CHS	96.5%	
Animo South LA CHS	97.1%	
Animo Venice CHS	96.9%	
Animo Pat Brown CHS	95.6%	
Animo Ralph Bunche CHS	97.1%	
Animo Jackie Robinson CHS	97.1%	
Animo Jefferson CMS	97.0%	
Animo Locke Tech CHS	93.3%	
Animo Watts CHS	91.5%	
Animo Locke 1 CHS	96.8%	
Animo Locke 2 CHS	92.0%	
Animo Locke 3 CHS	88.1%	
Animo College Preparatory Academy	91.5%	
Animo Western CMS	96.6%	
Animo Phillis Wheatley CMS	96.5%	
Animo Westside CMS	95.5%	
Los Angeles Unified	N/A	N/A
State of California	N/A	N/A

2010 Cohort Dropout Rate

All Students		
	Cohort Dropout Rate	
Animo Leadership CHS	9.5%	
Animo Inglewood CHS	6.5%	
Oscar de la Hoya Animo CHS	11.2%	
Animo South LA CHS	3.5%	
Animo Venice CHS	11.0%	
Animo Pat Brown CHS	7.8%	
Animo Ralph Bunche CHS	18.3%	
Animo Jackie Robinson CHS	9.3%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	25.6%	
Animo Watts CHS	22.0%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	22.6%	
State of California	14.7%	

African American		
	Cohort Dropout Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	10.8%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	1.7%	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	9.3%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	23.1%	
Animo Watts CHS	30.8%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	26.5%	
State of California	25.3%	

2010 Cohort Dropout Rate

Hispanic/Latino		
	Cohort Dropout Rate	
Animo Leadership CHS	8.9%	
Animo Inglewood CHS	4.8%	
Oscar de la Hoya Animo CHS	11.3%	
Animo South LA CHS	5.4%	
Animo Venice CHS	10.8%	
Animo Pat Brown CHS	8.1%	
Animo Ralph Bunche CHS	18.7%	
Animo Jackie Robinson CHS	10.6%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	26.3%	
Animo Watts CHS	19.8%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	23.7%	
State of California	18.3%	

Economically Disadvantaged		
	Cohort Dropout Rate	
Animo Leadership CHS	8.3%	
Animo Inglewood CHS	6.1%	
Oscar de la Hoya Animo CHS	11.2%	
Animo South LA CHS	3.7%	
Animo Venice CHS	9.6%	
Animo Pat Brown CHS	7.8%	
Animo Ralph Bunche CHS	18.3%	
Animo Jackie Robinson CHS	9.3%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	23.8%	
Animo Watts CHS	21.6%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	22.6%	
State of California	18.1%	

2010 Cohort Dropout Rate

English Language Learner		
	Cohort Dropout Rate	
Animo Leadership CHS	10.3%	
Animo Inglewood CHS	6.1%	
Oscar de la Hoya Animo CHS	23.7%	
Animo South LA CHS	5.3%	
Animo Venice CHS	14.3%	
Animo Pat Brown CHS	12.3%	
Animo Ralph Bunche CHS	18.9%	
Animo Jackie Robinson CHS	16.7%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	32.7%	
Animo Watts CHS	24.6%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	32.2%	
State of California	24.8%	

Special Ed		
	Cohort Dropout Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	26.7%	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	25.0%	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	21.6%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	25.9%	
State of California	19.0%	

2011 Cohort Dropout Rate

All Students		
	Cohort Dropout Rate	
Animo Leadership CHS	4.4%	
Animo Inglewood CHS	1.7%	
Oscar de la Hoya Animo CHS	3.5%	
Animo South LA CHS	9.7%	
Animo Venice CHS	10.5%	
Animo Pat Brown CHS	14.7%	
Animo Ralph Bunche CHS	16.7%	
Animo Jackie Robinson CHS	3.9%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	26.6%	
Animo Watts CHS	23.3%	
Animo Locke 1 CHS	25.3%	
Animo Locke 2 CHS	16.9%	
Animo Locke 3 CHS	30.9%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	20.3%	
State of California	13.1%	

African American		
	Cohort Dropout Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	2.7%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	5.0%	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	8.3%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	19.4%	
Animo Watts CHS	20.5%	
Animo Locke 1 CHS	19.6%	
Animo Locke 2 CHS	19.0%	
Animo Locke 3 CHS	36.1%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	24.7%	
State of California	22.1%	

2011 Cohort Dropout Rate

Hispanic/Latino		
	Cohort Dropout Rate	
Animo Leadership CHS	3.8%	
Animo Inglewood CHS	1.2%	
Oscar de la Hoya Animo CHS	3.5%	
Animo South LA CHS	7.4%	
Animo Venice CHS	10.3%	
Animo Pat Brown CHS	13.4%	
Animo Ralph Bunche CHS	15.6%	
Animo Jackie Robinson CHS	3.5%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	26.6%	
Animo Watts CHS	24.5%	
Animo Locke 1 CHS	24.4%	
Animo Locke 2 CHS	16.1%	
Animo Locke 3 CHS	26.8%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	20.1%	
State of California	16.1%	

Economically Disadvantaged		
	Cohort Dropout Rate	
Animo Leadership CHS	3.8%	
Animo Inglewood CHS	1.8%	
Oscar de la Hoya Animo CHS	3.5%	
Animo South LA CHS	6.3%	
Animo Venice CHS	9.8%	
Animo Pat Brown CHS	14.0%	
Animo Ralph Bunche CHS	15.3%	
Animo Jackie Robinson CHS	3.1%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	25.5%	
Animo Watts CHS	23.5%	
Animo Locke 1 CHS	22.9%	
Animo Locke 2 CHS	16.3%	
Animo Locke 3 CHS	28.2%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	19.8%	
State of California	16.3%	

2011 Cohort Dropout Rate

English Language Learner		
	Cohort Dropout Rate	
Animo Leadership CHS	5.4%	
Animo Inglewood CHS	4.8%	
Oscar de la Hoya Animo CHS	9.1%	
Animo South LA CHS	15.4%	
Animo Venice CHS	21.1%	
Animo Pat Brown CHS	18.9%	
Animo Ralph Bunche CHS	26.0%	
Animo Jackie Robinson CHS	6.0%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	38.9%	
Animo Watts CHS	29.8%	
Animo Locke 1 CHS	29.9%	
Animo Locke 2 CHS	24.5%	
Animo Locke 3 CHS	34.5%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	30.8%	
State of California	23.5%	

Special Ed		
	Cohort Dropout Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	19.4%	
Animo Locke 3 CHS	25.6%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	24.0%	
State of California	17.0%	

2012 Cohort Dropout Rate

All Students		
	Cohort Dropout Rate	
Animo Leadership CHS	9.0%	
Animo Inglewood CHS	11.9%	
Oscar de la Hoya Animo CHS	7.8%	
Animo South LA CHS	8.6%	
Animo Venice CHS	17.2%	
Animo Pat Brown CHS	11.3%	
Animo Ralph Bunche CHS	14.3%	
Animo Jackie Robinson CHS	2.2%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	30.8%	
Animo Watts CHS	12.7%	
Animo Locke 1 CHS	41.5%	
Animo Locke 2 CHS	35.7%	
Animo Locke 3 CHS	34.7%	
Animo College Preparatory Academy	19.8%	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	17.3%	
State of California	11.6%	

African American		
	Cohort Dropout Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	24.0%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	7.8%	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	38.1%	
Animo Watts CHS	16.7%	
Animo Locke 1 CHS	42.2%	
Animo Locke 2 CHS	32.4%	
Animo Locke 3 CHS	35.9%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	18.7%	
State of California	19.9%	

2012 Cohort Dropout Rate

Hispanic/Latino		
	Cohort Dropout Rate	
Animo Leadership CHS	7.8%	
Animo Inglewood CHS	9.2%	
Oscar de la Hoya Animo CHS	7.0%	
Animo South LA CHS	9.3%	
Animo Venice CHS	16.1%	
Animo Pat Brown CHS	11.6%	
Animo Ralph Bunche CHS	14.3%	
Animo Jackie Robinson CHS	2.4%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	29.4%	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	41.3%	
Animo Locke 2 CHS	37.9%	
Animo Locke 3 CHS	33.9%	
Animo College Preparatory Academy	19.3%	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	17.2%	
State of California	14.1%	

Economically Disadvantaged		
	Cohort Dropout Rate	
Animo Leadership CHS	9.1%	
Animo Inglewood CHS	11.5%	
Oscar de la Hoya Animo CHS	7.0%	
Animo South LA CHS	7.4%	
Animo Venice CHS	16.3%	
Animo Pat Brown CHS	11.3%	
Animo Ralph Bunche CHS	13.9%	
Animo Jackie Robinson CHS	2.2%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	29.5%	
Animo Watts CHS	11.9%	
Animo Locke 1 CHS	41.2%	
Animo Locke 2 CHS	35.7%	
Animo Locke 3 CHS	34.7%	
Animo College Preparatory Academy	19.0%	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	16.6%	
State of California	14.6%	

2012 Cohort Dropout Rate

English Language Learner		
	Cohort Dropout Rate	
Animo Leadership CHS	11.1%	
Animo Inglewood CHS	7.4%	
Oscar de la Hoya Animo CHS	13.2%	
Animo South LA CHS	16.7%	
Animo Venice CHS	20.5%	
Animo Pat Brown CHS	21.3%	
Animo Ralph Bunche CHS	19.3%	
Animo Jackie Robinson CHS	3.3%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	46.7%	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	50.4%	
Animo Locke 2 CHS	53.7%	
Animo Locke 3 CHS	38.2%	
Animo College Preparatory Academy	23.5%	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	27.8%	
State of California	21.9%	

Special Ed		
	Cohort Dropout Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	11.1%	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	38.2%	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	19.5%	
State of California	15.7%	

2010 Cohort Graduation Rate

All Students		
	Cohort Graduation Rate	
Animo Leadership CHS	89.7%	
Animo Inglewood CHS	93.5%	
Oscar de la Hoya Animo CHS	87.3%	
Animo South LA CHS	93.0%	
Animo Venice CHS	87.9%	
Animo Pat Brown CHS	86.4%	
Animo Ralph Bunche CHS	77.8%	
Animo Jackie Robinson CHS	87.6%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	65.4%	
Animo Watts CHS	72.4%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	64.8%	
State of California	77.1%	

African American		
	Cohort Graduation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	89.2%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	93.1%	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	93.8%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	67.3%	
Animo Watts CHS	57.7%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	61.0%	
State of California	62.8%	

2010 Cohort Graduation Rate

Hispanic/Latino		
	Cohort Graduation Rate	
Animo Leadership CHS	90.2%	
Animo Inglewood CHS	95.2%	
Oscar de la Hoya Animo CHS	87.2%	
Animo South LA CHS	92.9%	
Animo Venice CHS	87.8%	
Animo Pat Brown CHS	85.9%	
Animo Ralph Bunche CHS	77.3%	
Animo Jackie Robinson CHS	86.7%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	65.0%	
Animo Watts CHS	76.2%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	63.1%	
State of California	71.4%	

Economically Disadvantaged		
	Cohort Graduation Rate	
Animo Leadership CHS	90.8%	
Animo Inglewood CHS	93.9%	
Oscar de la Hoya Animo CHS	87.3%	
Animo South LA CHS	92.7%	
Animo Venice CHS	89.2%	
Animo Pat Brown CHS	86.4%	
Animo Ralph Bunche CHS	77.8%	
Animo Jackie Robinson CHS	87.6%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	66.7%	
Animo Watts CHS	72.8%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	64.2%	
State of California	71.1%	

2010 Cohort Graduation Rate

English Language Learner		
	Cohort Graduation Rate	
Animo Leadership CHS	88.5%	
Animo Inglewood CHS	93.9%	
Oscar de la Hoya Animo CHS	76.3%	
Animo South LA CHS	89.5%	
Animo Venice CHS	81.0%	
Animo Pat Brown CHS	77.2%	
Animo Ralph Bunche CHS	75.6%	
Animo Jackie Robinson CHS	78.8%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	61.2%	
Animo Watts CHS	72.3%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	48.7%	
State of California	61.5%	

Special Ed		
	Cohort Graduation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	73.3%	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	70.8%	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	72.8%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	43.4%	
State of California	59.5%	

2011 Cohort Graduation Rate

All Students		
	Cohort Graduation Rate	
Animo Leadership CHS	95.6%	
Animo Inglewood CHS	97.5%	
Oscar de la Hoya Animo CHS	92.9%	
Animo South LA CHS	86.6%	
Animo Venice CHS	88.4%	
Animo Pat Brown CHS	74.1%	
Animo Ralph Bunche CHS	78.5%	
Animo Jackie Robinson CHS	96.1%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	59.4%	
Animo Watts CHS	67.7%	
Animo Locke 1 CHS	53.4%	
Animo Locke 2 CHS	75.0%	
Animo Locke 3 CHS	61.3%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	66.6%	
State of California	78.9%	

African American		
	Cohort Graduation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	97.3%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	90.0%	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	91.7%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	74.2%	
Animo Watts CHS	66.7%	
Animo Locke 1 CHS	47.1%	
Animo Locke 2 CHS	74.1%	
Animo Locke 3 CHS	54.2%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	60.9%	
State of California	66.0%	

2011 Cohort Graduation Rate

Hispanic/Latino		
	Cohort Graduation Rate	
Animo Leadership CHS	96.2%	
Animo Inglewood CHS	97.6%	
Oscar de la Hoya Animo CHS	92.9%	
Animo South LA CHS	89.7%	
Animo Venice CHS	88.5%	
Animo Pat Brown CHS	75.0%	
Animo Ralph Bunche CHS	79.3%	
Animo Jackie Robinson CHS	95.7%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	56.9%	
Animo Watts CHS	68.1%	
Animo Locke 1 CHS	57.3%	
Animo Locke 2 CHS	74.7%	
Animo Locke 3 CHS	67.0%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	66.0%	
State of California	73.7%	

Economically Disadvantaged		
	Cohort Graduation Rate	
Animo Leadership CHS	96.2%	
Animo Inglewood CHS	97.4%	
Oscar de la Hoya Animo CHS	92.9%	
Animo South LA CHS	90.5%	
Animo Venice CHS	89.1%	
Animo Pat Brown CHS	74.6%	
Animo Ralph Bunche CHS	79.8%	
Animo Jackie Robinson CHS	96.1%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	60.3%	
Animo Watts CHS	67.4%	
Animo Locke 1 CHS	55.1%	
Animo Locke 2 CHS	75.5%	
Animo Locke 3 CHS	63.8%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	66.5%	
State of California	73.0%	

2011 Cohort Graduation Rate

English Language Learner		
	Cohort Graduation Rate	
Animo Leadership CHS	94.6%	
Animo Inglewood CHS	95.2%	
Oscar de la Hoya Animo CHS	86.4%	
Animo South LA CHS	84.6%	
Animo Venice CHS	79.0%	
Animo Pat Brown CHS	59.5%	
Animo Ralph Bunche CHS	65.6%	
Animo Jackie Robinson CHS	94.0%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	42.6%	
Animo Watts CHS	57.5%	
Animo Locke 1 CHS	48.5%	
Animo Locke 2 CHS	63.3%	
Animo Locke 3 CHS	56.9%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	46.7%	
State of California	62.0%	

Special Ed		
	Cohort Graduation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	54.8%	
Animo Locke 3 CHS	69.8%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	42.8%	
State of California	61.1%	

2012 Cohort Graduation Rate

All Students		
	Cohort Graduation Rate	
Animo Leadership CHS	88.3%	
Animo Inglewood CHS	86.6%	
Oscar de la Hoya Animo CHS	90.7%	
Animo South LA CHS	91.4%	
Animo Venice CHS	80.8%	
Animo Pat Brown CHS	82.6%	
Animo Ralph Bunche CHS	82.3%	
Animo Jackie Robinson CHS	97.8%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	66.4%	
Animo Watts CHS	79.4%	
Animo Locke 1 CHS	30.6%	
Animo Locke 2 CHS	59.6%	
Animo Locke 3 CHS	61.1%	
Animo College Preparatory Academy	60.4%	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	67.9%	
State of California	80.2%	

African American		
	Cohort Graduation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	76.0%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	92.2%	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	52.4%	
Animo Watts CHS	66.7%	
Animo Locke 1 CHS	17.2%	
Animo Locke 2 CHS	60.6%	
Animo Locke 3 CHS	53.9%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	66.9%	
State of California	67.9%	

2012 Cohort Graduation Rate

Hispanic/Latino		
	Cohort Graduation Rate	
Animo Leadership CHS	89.4%	
Animo Inglewood CHS	89.0%	
Oscar de la Hoya Animo CHS	91.4%	
Animo South LA CHS	90.7%	
Animo Venice CHS	81.7%	
Animo Pat Brown CHS	82.1%	
Animo Ralph Bunche CHS	82.3%	
Animo Jackie Robinson CHS	97.6%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	69.4%	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	35.2%	
Animo Locke 2 CHS	58.6%	
Animo Locke 3 CHS	66.1%	
Animo College Preparatory Academy	61.5%	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	67.2%	
State of California	75.4%	

Economically Disadvantaged		
	Cohort Graduation Rate	
Animo Leadership CHS	88.1%	
Animo Inglewood CHS	87.0%	
Oscar de la Hoya Animo CHS	91.4%	
Animo South LA CHS	92.7%	
Animo Venice CHS	81.5%	
Animo Pat Brown CHS	82.6%	
Animo Ralph Bunche CHS	82.7%	
Animo Jackie Robinson CHS	97.8%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	67.6%	
Animo Watts CHS	80.2%	
Animo Locke 1 CHS	30.9%	
Animo Locke 2 CHS	59.6%	
Animo Locke 3 CHS	61.1%	
Animo College Preparatory Academy	61.0%	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	68.4%	
State of California	74.5%	

2012 Cohort Graduation Rate

English Language Learner		
	Cohort Graduation Rate	
Animo Leadership CHS	82.5%	
Animo Inglewood CHS	85.2%	
Oscar de la Hoya Animo CHS	84.2%	
Animo South LA CHS	83.3%	
Animo Venice CHS	76.9%	
Animo Pat Brown CHS	70.2%	
Animo Ralph Bunche CHS	75.9%	
Animo Jackie Robinson CHS	96.7%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	53.3%	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	22.7%	
Animo Locke 2 CHS	40.3%	
Animo Locke 3 CHS	61.8%	
Animo College Preparatory Academy	56.9%	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	46.9%	
State of California	62.7%	

Special Ed		
	Cohort Graduation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	88.9%	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	50.0%	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	45.5%	
State of California	61.8%	

2010 Cohort A-G Graduation Rate

All Students		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	68.2%	
Animo Inglewood CHS	48.6%	
Oscar de la Hoya Animo CHS	45.4%	
Animo South LA CHS	69.8%	
Animo Venice CHS	35.2%	
Animo Pat Brown CHS	63.1%	
Animo Ralph Bunche CHS	31.9%	
Animo Jackie Robinson CHS	71.8%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	27.5%	
Animo Watts CHS	34.0%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	22.4%	
State of California	28.4%	

African American		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	46.4%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	69.8%	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	76.9%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	28.3%	
Animo Watts CHS	27.1%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	19.2%	
State of California	17.3%	

2010 Cohort A-G Graduation Rate

Hispanic/Latino		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	68.6%	
Animo Inglewood CHS	49.5%	
Oscar de la Hoya Animo CHS	45.3%	
Animo South LA CHS	69.7%	
Animo Venice CHS	35.1%	
Animo Pat Brown CHS	62.7%	
Animo Ralph Bunche CHS	31.7%	
Animo Jackie Robinson CHS	71.1%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	27.3%	
Animo Watts CHS	35.8%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	19.7%	
State of California	19.1%	

Economically Disadvantaged		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	69.0%	
Animo Inglewood CHS	48.8%	
Oscar de la Hoya Animo CHS	45.4%	
Animo South LA CHS	69.5%	
Animo Venice CHS	35.7%	
Animo Pat Brown CHS	63.1%	
Animo Ralph Bunche CHS	31.9%	
Animo Jackie Robinson CHS	71.8%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	28.0%	
Animo Watts CHS	34.2%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	20.9%	
State of California	19.5%	

2010 Cohort A-G Graduation Rate

English Language Learner		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	67.3%	
Animo Inglewood CHS	48.8%	
Oscar de la Hoya Animo CHS	39.7%	
Animo South LA CHS	67.1%	
Animo Venice CHS	32.4%	
Animo Pat Brown CHS	56.4%	
Animo Ralph Bunche CHS	31.0%	
Animo Jackie Robinson CHS	64.6%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	25.7%	
Animo Watts CHS	34.0%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	12.4%	
State of California	13.2%	

Special Ed		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	29.3%	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	29.0%	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	34.2%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2011 Cohort A-G Graduation Rate

All Students		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	88.0%	
Animo Inglewood CHS	59.5%	
Oscar de la Hoya Animo CHS	60.4%	
Animo South LA CHS	60.6%	
Animo Venice CHS	63.6%	
Animo Pat Brown CHS	57.1%	
Animo Ralph Bunche CHS	33.8%	
Animo Jackie Robinson CHS	50.9%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	11.3%	
Animo Watts CHS	21.0%	
Animo Locke 1 CHS	37.4%	
Animo Locke 2 CHS	26.3%	
Animo Locke 3 CHS	11.6%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	24.5%	
State of California	30.2%	

African American		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	59.4%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	63.0%	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	48.6%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	14.1%	
Animo Watts CHS	20.7%	
Animo Locke 1 CHS	37.4%	
Animo Locke 2 CHS	25.9%	
Animo Locke 3 CHS	10.3%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	21.1%	
State of California	18.9%	

2011 Cohort A-G Graduation Rate

Hispanic/Latino		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	88.5%	
Animo Inglewood CHS	59.5%	
Oscar de la Hoya Animo CHS	60.4%	
Animo South LA CHS	62.8%	
Animo Venice CHS	63.7%	
Animo Pat Brown CHS	57.8%	
Animo Ralph Bunche CHS	34.1%	
Animo Jackie Robinson CHS	50.7%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	10.8%	
Animo Watts CHS	21.1%	
Animo Locke 1 CHS	40.1%	
Animo Locke 2 CHS	26.1%	
Animo Locke 3 CHS	12.7%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	21.5%	
State of California	20.6%	

Economically Disadvantaged		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	88.5%	
Animo Inglewood CHS	59.4%	
Oscar de la Hoya Animo CHS	60.4%	
Animo South LA CHS	63.4%	
Animo Venice CHS	64.2%	
Animo Pat Brown CHS	57.4%	
Animo Ralph Bunche CHS	34.3%	
Animo Jackie Robinson CHS	50.9%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	11.5%	
Animo Watts CHS	20.9%	
Animo Locke 1 CHS	38.6%	
Animo Locke 2 CHS	26.4%	
Animo Locke 3 CHS	12.1%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	23.4%	
State of California	21.6%	

2011 Cohort A-G Graduation Rate

English Language Learner		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	87.0%	
Animo Inglewood CHS	58.1%	
Oscar de la Hoya Animo CHS	56.2%	
Animo South LA CHS	59.2%	
Animo Venice CHS	56.9%	
Animo Pat Brown CHS	45.8%	
Animo Ralph Bunche CHS	28.2%	
Animo Jackie Robinson CHS	49.8%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	8.1%	
Animo Watts CHS	17.8%	
Animo Locke 1 CHS	34.0%	
Animo Locke 2 CHS	22.2%	
Animo Locke 3 CHS	10.8%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	17.7%	
State of California	14.1%	

Special Ed		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	19.2%	
Animo Locke 3 CHS	13.3%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2012 Cohort A-G Graduation Rate

All Students		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	64.5%	
Animo Inglewood CHS	46.8%	
Oscar de la Hoya Animo CHS	58.0%	
Animo South LA CHS	85.0%	
Animo Venice CHS	39.6%	
Animo Pat Brown CHS	66.1%	
Animo Ralph Bunche CHS	46.9%	
Animo Jackie Robinson CHS	65.5%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	23.2%	
Animo Watts CHS	21.4%	
Animo Locke 1 CHS	7.3%	
Animo Locke 2 CHS	28.0%	
Animo Locke 3 CHS	35.4%	
Animo College Preparatory Academy	12.7%	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	25.1%	
State of California	31.6%	

African American		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	41.0%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	85.7%	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	18.3%	
Animo Watts CHS	18.0%	
Animo Locke 1 CHS	4.1%	
Animo Locke 2 CHS	28.5%	
Animo Locke 3 CHS	31.3%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	23.3%	
State of California	19.8%	

2012 Cohort A-G Graduation Rate

Hispanic/Latino		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	65.3%	
Animo Inglewood CHS	48.1%	
Oscar de la Hoya Animo CHS	58.5%	
Animo South LA CHS	84.4%	
Animo Venice CHS	40.0%	
Animo Pat Brown CHS	65.7%	
Animo Ralph Bunche CHS	46.9%	
Animo Jackie Robinson CHS	65.4%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	24.3%	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	8.4%	
Animo Locke 2 CHS	27.5%	
Animo Locke 3 CHS	38.3%	
Animo College Preparatory Academy	12.9%	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	22.4%	
State of California	21.9%	

Economically Disadvantaged		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	64.3%	
Animo Inglewood CHS	47.0%	
Oscar de la Hoya Animo CHS	58.5%	
Animo South LA CHS	86.2%	
Animo Venice CHS	39.9%	
Animo Pat Brown CHS	66.1%	
Animo Ralph Bunche CHS	47.1%	
Animo Jackie Robinson CHS	65.5%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	23.7%	
Animo Watts CHS	21.7%	
Animo Locke 1 CHS	7.4%	
Animo Locke 2 CHS	28.0%	
Animo Locke 3 CHS	35.4%	
Animo College Preparatory Academy	12.8%	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	25.2%	
State of California	22.4%	

2012 Cohort A-G Graduation Rate

English Language Learner		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	60.2%	
Animo Inglewood CHS	46.0%	
Oscar de la Hoya Animo CHS	53.9%	
Animo South LA CHS	77.5%	
Animo Venice CHS	37.7%	
Animo Pat Brown CHS	56.2%	
Animo Ralph Bunche CHS	43.3%	
Animo Jackie Robinson CHS	64.8%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	18.7%	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	5.4%	
Animo Locke 2 CHS	18.9%	
Animo Locke 3 CHS	35.8%	
Animo College Preparatory Academy	11.9%	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	6.1%	
State of California	5.6%	

Special Ed		
	Cohort A-G Graduation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	50.7%	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	23.5%	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2010 College Matriculation Rate

All Students		
	College Matriculation Rate	
Animo Leadership CHS	95.0%	
Animo Inglewood CHS	95.0%	
Oscar de la Hoya Animo CHS	97.4%	
Animo South LA CHS	78.2%	
Animo Venice CHS	83.6%	
Animo Pat Brown CHS	89.5%	
Animo Ralph Bunche CHS	77.5%	
Animo Jackie Robinson CHS	59.6%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	44.0%	
Animo Watts CHS	70.5%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

African American		
	College Matriculation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	93.9%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	84.6%	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	46.7%	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2010 College Matriculation Rate

Hispanic/Latino		
	College Matriculation Rate	
Animo Leadership CHS	95.0%	
Animo Inglewood CHS	95.5%	
Oscar de la Hoya Animo CHS	97.3%	
Animo South LA CHS	74.5%	
Animo Venice CHS	80.6%	
Animo Pat Brown CHS	89.0%	
Animo Ralph Bunche CHS	79.4%	
Animo Jackie Robinson CHS	57.8%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	42.9%	
Animo Watts CHS	69.1%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

Economically Disadvantaged		
	College Matriculation Rate	
Animo Leadership CHS	94.8%	
Animo Inglewood CHS	96.6%	
Oscar de la Hoya Animo CHS	97.2%	
Animo South LA CHS	77.8%	
Animo Venice CHS	84.6%	
Animo Pat Brown CHS	89.5%	
Animo Ralph Bunche CHS	77.5%	
Animo Jackie Robinson CHS	60.2%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	42.9%	
Animo Watts CHS	71.2%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2010 College Matriculation Rate

English Language Learner		
	College Matriculation Rate	
Animo Leadership CHS	95.0%	
Animo Inglewood CHS	95.0%	
Oscar de la Hoya Animo CHS	97.4%	
Animo South LA CHS	78.2%	
Animo Venice CHS	83.6%	
Animo Pat Brown CHS	89.5%	
Animo Ralph Bunche CHS	77.5%	
Animo Jackie Robinson CHS	59.6%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	44.0%	
Animo Watts CHS	70.5%	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

Special Ed		
	College Matriculation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	58.3%	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	66.7%	
Animo Jackie Robinson CHS	54.5%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2011 College Matriculation Rate

All Students		
	College Matriculation Rate	
Animo Leadership CHS	90.3%	
Animo Inglewood CHS	87.3%	
Oscar de la Hoya Animo CHS	93.1%	
Animo South LA CHS	76.2%	
Animo Venice CHS	93.9%	
Animo Pat Brown CHS	87.0%	
Animo Ralph Bunche CHS	66.9%	
Animo Jackie Robinson CHS	93.5%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	58.7%	
Animo Watts CHS	78.5%	
Animo Locke 1 CHS	93.7%	
Animo Locke 2 CHS	84.2%	
Animo Locke 3 CHS	34.6%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

African American		
	College Matriculation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	86.2%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	76.7%	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	70.6%	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	88.9%	
Animo Locke 2 CHS	92.1%	
Animo Locke 3 CHS	40.9%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2011 College Matriculation Rate

Hispanic/Latino		
	College Matriculation Rate	
Animo Leadership CHS	90.0%	
Animo Inglewood CHS	87.7%	
Oscar de la Hoya Animo CHS	93.1%	
Animo South LA CHS	75.4%	
Animo Venice CHS	93.5%	
Animo Pat Brown CHS	87.4%	
Animo Ralph Bunche CHS	68.1%	
Animo Jackie Robinson CHS	94.0%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	55.2%	
Animo Watts CHS	78.7%	
Animo Locke 1 CHS	94.2%	
Animo Locke 2 CHS	81.1%	
Animo Locke 3 CHS	32.1%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

Economically Disadvantaged		
	College Matriculation Rate	
Animo Leadership CHS	89.4%	
Animo Inglewood CHS	87.8%	
Oscar de la Hoya Animo CHS	93.8%	
Animo South LA CHS	75.5%	
Animo Venice CHS	93.7%	
Animo Pat Brown CHS	86.8%	
Animo Ralph Bunche CHS	66.9%	
Animo Jackie Robinson CHS	93.5%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	57.5%	
Animo Watts CHS	77.8%	
Animo Locke 1 CHS	93.7%	
Animo Locke 2 CHS	84.8%	
Animo Locke 3 CHS	35.1%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2011 College Matriculation Rate

English Language Learner		
	College Matriculation Rate	
Animo Leadership CHS	83.3%	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	83.3%	
Animo South LA CHS	N/A	
Animo Venice CHS	80.0%	
Animo Pat Brown CHS	66.7%	
Animo Ralph Bunche CHS	44.4%	
Animo Jackie Robinson CHS	95.0%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	10.0%	
Animo Watts CHS	70.6%	
Animo Locke 1 CHS	89.7%	
Animo Locke 2 CHS	78.4%	
Animo Locke 3 CHS	14.3%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

Special Ed		
	College Matriculation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	66.7%	
Animo Locke 3 CHS	30.8%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2012 College Matriculation Rate

All Students		
	College Matriculation Rate	
Animo Leadership CHS	73.5%	
Animo Inglewood CHS	86.4%	
Oscar de la Hoya Animo CHS	89.0%	
Animo South LA CHS	80.7%	
Animo Venice CHS	96.3%	
Animo Pat Brown CHS	81.7%	
Animo Ralph Bunche CHS	86.4%	
Animo Jackie Robinson CHS	85.2%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	75.0%	
Animo Watts CHS	86.4%	
Animo Locke 1 CHS	39.3%	
Animo Locke 2 CHS	81.4%	
Animo Locke 3 CHS	84.8%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

African American		
	College Matriculation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	80.0%	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	83.7%	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	72.7%	
Animo Watts CHS	63.6%	
Animo Locke 1 CHS	17.2%	
Animo Locke 2 CHS	69.0%	
Animo Locke 3 CHS	73.3%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2012 College Matriculation Rate

Hispanic/Latino		
	College Matriculation Rate	
Animo Leadership CHS	73.9%	
Animo Inglewood CHS	87.4%	
Oscar de la Hoya Animo CHS	89.7%	
Animo South LA CHS	78.7%	
Animo Venice CHS	96.3%	
Animo Pat Brown CHS	81.3%	
Animo Ralph Bunche CHS	86.4%	
Animo Jackie Robinson CHS	85.0%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	75.4%	
Animo Watts CHS	90.9%	
Animo Locke 1 CHS	45.4%	
Animo Locke 2 CHS	86.8%	
Animo Locke 3 CHS	93.8%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

Economically Disadvantaged		
	College Matriculation Rate	
Animo Leadership CHS	72.8%	
Animo Inglewood CHS	87.4%	
Oscar de la Hoya Animo CHS	88.9%	
Animo South LA CHS	82.0%	
Animo Venice CHS	97.2%	
Animo Pat Brown CHS	81.7%	
Animo Ralph Bunche CHS	86.4%	
Animo Jackie Robinson CHS	84.8%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	73.9%	
Animo Watts CHS	86.2%	
Animo Locke 1 CHS	41.7%	
Animo Locke 2 CHS	83.9%	
Animo Locke 3 CHS	88.0%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2012 College Matriculation Rate

English Language Learner		
	College Matriculation Rate	
Animo Leadership CHS	71.4%	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	69.2%	
Animo South LA CHS	30.8%	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	44.4%	
Animo Ralph Bunche CHS	77.3%	
Animo Jackie Robinson CHS	72.2%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	72.7%	
Animo Locke 1 CHS	23.4%	
Animo Locke 2 CHS	80.0%	
Animo Locke 3 CHS	88.2%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

Special Ed		
	College Matriculation Rate	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	50.0%	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	11.1%	
Animo Locke 2 CHS	57.1%	
Animo Locke 3 CHS	75.0%	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2010 Similar School Rankings

All Students		
	Similar School Rankings	
Animo Leadership CHS	9	
Animo Inglewood CHS	10	
Oscar de la Hoya Animo CHS	7	
Animo South LA CHS	10	
Animo Venice CHS	9	
Animo Pat Brown CHS	10	
Animo Ralph Bunche CHS	6	
Animo Jackie Robinson CHS	10	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	4	
Animo Watts CHS	2	
Animo Locke 1 CHS	3	
Animo Locke 2 CHS	4	
Animo Locke 3 CHS	1	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	4	
State of California	5	

African American		
	Similar School Rankings	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2010 Similar School Rankings

Hispanic/Latino		
	Similar School Rankings	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

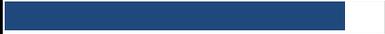
Economically Disadvantaged		
	Similar School Rankings	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2010 Similar School Rankings

English Language Learner		
	Similar School Rankings	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

Special Ed		
	Similar School Rankings	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2011 Similar School Rankings

All Students		
	Similar School Rankings	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	9	
Oscar de la Hoya Animo CHS	9	
Animo South LA CHS	10	
Animo Venice CHS	9	
Animo Pat Brown CHS	10	
Animo Ralph Bunche CHS	6	
Animo Jackie Robinson CHS	10	
Animo Jefferson CMS	1	
Animo Locke Tech CHS	3	
Animo Watts CHS	2	
Animo Locke 1 CHS	3	
Animo Locke 2 CHS	4	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	4	
State of California	5	

African American		
	Similar School Rankings	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2011 Similar School Rankings

Hispanic/Latino		
	Similar School Rankings	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

Economically Disadvantaged		
	Similar School Rankings	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2011 Similar School Rankings

English Language Learner		
	Similar School Rankings	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

Special Ed		
	Similar School Rankings	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2012 Similar School Rankings

All Students		
	Similar School Rankings	
Animo Leadership CHS	10	
Animo Inglewood CHS	10	
Oscar de la Hoya Animo CHS	8	
Animo South LA CHS	8	
Animo Venice CHS	10	
Animo Pat Brown CHS	10	
Animo Ralph Bunche CHS	5	
Animo Jackie Robinson CHS	10	
Animo Jefferson CMS	4	
Animo Locke Tech CHS	5	
Animo Watts CHS	5	
Animo Locke 1 CHS	8	
Animo Locke 2 CHS	2	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	2	
Animo Western CMS	3	
Animo Phillis Wheatley CMS	1	
Animo Westside CMS	N/A	
Los Angeles Unified	4	
State of California	5	

African American		
	Similar School Rankings	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2012 Similar School Rankings

Hispanic/Latino		
	Similar School Rankings	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

Economically Disadvantaged		
	Similar School Rankings	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

2012 Similar School Rankings

English Language Learner		
	Similar School Rankings	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

Special Ed		
	Similar School Rankings	
Animo Leadership CHS	N/A	
Animo Inglewood CHS	N/A	
Oscar de la Hoya Animo CHS	N/A	
Animo South LA CHS	N/A	
Animo Venice CHS	N/A	
Animo Pat Brown CHS	N/A	
Animo Ralph Bunche CHS	N/A	
Animo Jackie Robinson CHS	N/A	
Animo Jefferson CMS	N/A	
Animo Locke Tech CHS	N/A	
Animo Watts CHS	N/A	
Animo Locke 1 CHS	N/A	
Animo Locke 2 CHS	N/A	
Animo Locke 3 CHS	N/A	
Animo College Preparatory Academy	N/A	
Animo Western CMS	N/A	
Animo Phillis Wheatley CMS	N/A	
Animo Westside CMS	N/A	
Los Angeles Unified	N/A	
State of California	N/A	

Attachment 7: Supplemental Organizational Budget and Financial Information

2013 Audited Financials

2014 Operating Budget

Indirect Cost Rate Agreement Documentation



ANNUAL FINANCIAL REPORT

JUNE 30, 2013

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

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(A California Non-Profit Public Benefit Corporation)

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Green Dot Public Schools
Los Angeles, California

We have audited the accompanying consolidated financial statements of Green Dot Public Schools (GDPS) (A California Nonprofit Benefit Organization), which are comprised of the statement of financial position as of June 30, 2013, 2012, and 2011, and the related statements of activities and changes in net assets, and cash flows for the years then ended, and the related notes to the financial statements. The prior years' summarized comparative information has been derived from GDPS' consolidated financial statement reports dated November 21, 2012, and November 28, 2011, respectively, which expressed unmodified opinions.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and *Standards and Procedures for Audits of California K-12 Local Education Agencies 2012-2013*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to GDPS' preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of GDPS' internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of GDPS as of June 30, 2013, and the changes in its net assets and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming opinions on the consolidated financial statements that collectively comprise GDPS' consolidated financial statements. The *Schedule of Expenditures of Federal Awards*, as required by the *Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations* and other supplementary information as listed in the table of contents is presented for purposes of additional analysis and are not a required part of the basic consolidated financial statements.

The supplementary information as referenced in the previous paragraph is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. Such information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic consolidated financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the *Schedule of Expenditures of Federal Awards* is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

The consolidated financial statements of Delta Properties, Inc. and Subsidiaries (Delta) (A Nonprofit Corporation), as of June 30, 2013, 2012, and 2011, were audited by another auditor whose reports dated October 2, 2013, October 19, 2012, and November 1, 2011, respectively, express unmodified opinions on those statements.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 9, 2013, on our consideration of GDPS' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering GDPS' internal control over financial reporting and compliance.

Vannink, Tinn, Day & Co., LLP

Rancho Cucamonga, California
December 9, 2013

FINANCIAL STATEMENTS

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

CONSOLIDATED STATEMENT OF FINANCIAL POSITION
(With summarized financial information at June 30, 2012 and 2011, respectively)

JUNE 30, 2013

	2013	2012	2011
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ 13,812,938	\$ 21,215,414	\$ 20,646,671
Restricted cash			
Cash held for restricted purposes	17,140,701	13,618,222	12,343,650
Accounts receivable	32,392,798	23,143,835	19,375,101
Prepaid expenses and other current assets	1,103,717	435,072	684,513
Total Current Assets	<u>64,450,154</u>	<u>58,412,543</u>	<u>53,049,935</u>
Non-Current Assets:			
Debt issue costs, net	2,836,806	2,941,738	1,309,944
Security deposits	645,285	338,785	647,161
Noncurrent receivable	403,253	403,253	545,141
Fixed assets	107,457,684	104,337,939	75,233,920
Less: accumulated depreciation	14,986,037	11,720,325	10,393,003
Total Non-Current Assets	<u>96,356,991</u>	<u>96,301,390</u>	<u>67,343,163</u>
Total Assets	<u>\$ 160,807,145</u>	<u>\$ 154,713,933</u>	<u>\$ 120,393,098</u>
LIABILITIES			
Current Liabilities:			
Accounts payable	\$ 11,187,680	\$ 12,515,352	\$ 12,106,854
Interest payable	388,581	423,929	94,810
Deferred revenue	18,382,604	11,636,621	12,141,509
Current portion of long-term obligations	2,236,583	1,396,627	8,790,222
Total Current Liabilities	<u>32,195,448</u>	<u>25,972,529</u>	<u>33,133,395</u>
Long-Term Obligations:			
Non-current portion of long-term obligations	<u>97,506,195</u>	<u>96,583,896</u>	<u>58,821,835</u>
Total Liabilities	<u>129,701,643</u>	<u>122,556,425</u>	<u>91,955,230</u>
NET ASSETS			
Unrestricted	<u>31,105,502</u>	<u>32,157,508</u>	<u>28,437,868</u>
Total Net Assets	<u>31,105,502</u>	<u>32,157,508</u>	<u>28,437,868</u>
Total Liabilities and Net Assets	<u>\$ 160,807,145</u>	<u>\$ 154,713,933</u>	<u>\$ 120,393,098</u>

The accompanying notes are an integral part of these financial statements.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

CONSOLIDATED STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CHANGES IN UNRESTRICTED NET ASSETS			
Unrestricted revenues:			
State apportionments	\$ 45,832,670	\$ 44,951,823	\$ 38,929,792
Federal revenue	13,485,835	11,170,091	12,105,789
Other State revenue	21,706,198	20,153,590	17,248,788
Proposition 47 revenues	1,090,775	6,027,926	2,387,533
Proposition 55 revenues	684,019	17,144	31,166
Contributions and grants	3,668,473	5,244,854	4,188,106
Donated services and property	1,165,936	638,612	-
Interest	25,258	29,870	29,764
Local revenue	15,671,253	14,713,138	11,447,421
Total Revenues	<u>103,330,417</u>	<u>102,947,048</u>	<u>86,368,359</u>
EXPENSES			
Program services:			
Salaries and benefits	57,758,603	51,076,456	42,908,068
Student services	8,590,826	8,057,500	6,634,101
Materials and supplies	1,924,663	1,708,739	1,346,589
Student nutrition	2,867,074	2,719,018	2,497,532
Special Education fee	1,583,213	1,495,737	1,615,009
Other expenses	1,801,577	1,224,542	293,730
Depreciation	2,903,805	2,380,823	1,646,202
Occupancy	5,579,670	5,728,087	6,120,591
Non-capital outlay	2,274,236	2,218,421	1,418,554
Proposition expense	1,774,796	6,045,071	2,436,465
Debt service	3,147,911	2,911,469	1,571,292
Amortization	104,931	93,484	47,422
Subtotal	<u>90,311,305</u>	<u>85,659,347</u>	<u>68,535,555</u>
Fund development:			
Salaries and benefits	294,491	313,056	280,000
Outside services	26,889	66,148	26,086
Program services	148,363	101,906	285,796
Subtotal	<u>469,743</u>	<u>481,110</u>	<u>591,882</u>

The accompanying notes are an integral part of these financial statements.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

**CONSOLIDATED STATEMENT OF ACTIVITIES AND
CHANGES IN NET ASSETS (Continued)**

(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
Management and general:			
Salary and benefits	\$ 6,251,236	\$ 5,420,886	\$ 5,100,875
District supervisory fee	667,281	615,279	553,821
Depreciation	930,830	987,972	1,286,680
Insurance	144,360	123,673	69,171
Occupancy	1,473,405	1,414,169	1,517,929
Operating expenses	3,276,052	3,608,107	2,448,448
Debt service	858,211	916,865	364,026
Subtotal	<u>13,601,375</u>	<u>13,086,951</u>	<u>11,340,950</u>
Total Expenses	<u>104,382,423</u>	<u>99,227,408</u>	<u>80,468,387</u>
OTHER SOURCES AND TRANSFERS			
Operating transfer in	9,016,037	8,892,929	5,916,522
Other sources	-	-	226,263
Operating transfer out	<u>(9,016,037)</u>	<u>(8,892,929)</u>	<u>(5,916,519)</u>
Total Other Sources and Transfers	<u>-</u>	<u>-</u>	<u>226,266</u>
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	<u>(1,052,006)</u>	<u>3,719,640</u>	<u>6,126,238</u>
NET ASSETS, BEGINNING OF YEAR	<u>32,157,508</u>	<u>28,437,868</u>	<u>22,311,630</u>
NET ASSETS, END OF YEAR	<u><u>\$ 31,105,502</u></u>	<u><u>\$ 32,157,508</u></u>	<u><u>\$ 28,437,868</u></u>

The accompanying notes are an integral part of these financial statements.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

CONSOLIDATED STATEMENT OF CASH FLOWS
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase (Decrease) in unrestricted net assets	\$ (1,052,006)	\$ 3,719,640	\$ 6,126,238
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:			
Depreciation expense	3,834,635	3,368,795	2,896,362
Amortization expense (including bond discount)	112,849	100,743	47,422
Changes in operating assets and liabilities:			
(Increase) Decrease in assets			
Accounts receivable	(9,248,963)	(3,768,734)	11,260,132
Prepaid expenses and other current assets	(668,645)	249,441	(310,717)
Noncurrent receivable	-	141,888	(2,897)
Increase (Decrease) in liabilities			
Accounts payable	(1,327,672)	408,498	443,989
Interest payable	(35,348)	329,119	(260)
Deferred revenue	6,745,983	(504,888)	8,519,548
Net Cash Provided (Used) by Operating Activities	<u>(1,639,167)</u>	<u>4,044,502</u>	<u>28,979,817</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Cash paid for security deposits, net	(306,500)	308,376	97,901
Restricted cash (received) used for construction	(3,522,479)	(1,274,572)	(10,827,022)
Capital expenditures	(3,119,745)	(36,936,889)	(3,011,157)
Change to capital assets, net	(568,922)	5,791,396	(53,631)
Net Cash Used by Investing Activities	<u>(7,517,646)</u>	<u>(32,111,689)</u>	<u>(13,793,909)</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Loan proceeds, net	3,671,238	39,524,361	3,130,699
Loan principal payments	(1,916,901)	(9,163,153)	(7,423,363)
Debt issue costs payments	-	(1,725,278)	-
Net Cash Provided (Used) by Financing Activities	<u>1,754,337</u>	<u>28,635,930</u>	<u>(4,292,664)</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>(7,402,476)</u>	<u>568,743</u>	<u>10,893,244</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 13,812,938</u>	<u>\$ 21,215,414</u>	<u>\$ 20,646,671</u>

The accompanying notes are an integral part of these financial statements.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2013

NOTE 1 - ORGANIZATION AND MISSION

Green Dot Public Schools (GDPS) was organized in 1999. During the fiscal year ended June 30, 2013, GDPS operated eighteen charter schools. The charter schools operate under the approval of the California State Board of Education and the Inglewood Unified School District, Lennox School District and Los Angeles Unified School District. The charter schools receive per-pupil funding to help support operations. GDPS plans to open other charter schools in the future.

GDPS was founded upon the simple idea that every child in every community deserves to go to a great school. Currently, just over half of the Los Angeles Unified School District students finish high school and less than one-quarter go on to college. GDPS' mission is to transform public education so all kids can be successful in college, leadership, and life. GDPS' academic model is designed to meet individual student needs and provide students with a rigorous curriculum and the support they need to succeed. GDPS ensures that every student has a highly effective classroom experience by providing small, safe personalized schools, high expectations for all students, local control and accountability, parent participation, maximum funding in the classroom, and a longer school day and year. GDPS currently serves 10,300 students in 14 high schools and four middle schools. GDPS is in the top ten percent of school districts nationwide based on enrollment. GDPS has graduated more than 8,000 students with more than 90 percent being accepted to college.

Delta Properties, Inc. (Delta) was formed in 2008 as a nonprofit public benefit corporation to support GDPS. Together with its subsidiaries, 111th Place, LLC (111th), 8255 Beach, LLC (Beach), 12628 Avalon, LLC (Avalon), Manchester & 27th, LLC (Manchester), and 1655 27th Street Facilities, LLC (27th Street), its primary purpose is to finance, develop, lease, and maintain certain school facilities for the exclusive use of GDPS.

The accompanying consolidated financial statements include the accounts of Delta, which are under common control of GDPS. Significant intercompany transactions and balances have been eliminated in the consolidated financial statements.

Delta was organized exclusively for the benefit of GDPS and holds and maintains the facilities on behalf of GDPS. Delta assets are managed by a separate Board of Directors, appointed by GDPS management, that has the authority to manage the facilities financing activities.

Ánimo Leadership Charter High School

Charter school number authorized by the State: 0281

Ánimo Leadership Charter High School (Ánimo Leadership CHS), located at 11044 South Freeman Avenue, Inglewood, California, 90304, petitioned through Lennox School District and was renewed for a five year period ending in 2014. This charter school was opened by GDPS in August 2000, and currently serves 616 students in grades nine through twelve.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2013

Ánimo Inglewood Charter High School

Charter school number authorized by the State: 0432

Ánimo Inglewood Charter High School (Ánimo Inglewood CHS), located at 3425 West Manchester Boulevard, Inglewood, California, 90305, petitioned through Inglewood Unified School District and was renewed for a five year period ending in 2015. This charter school was opened by GDPS in August 2002, and currently serves 630 students in grades nine through twelve.

Ánimo Oscar De La Hoya Charter High School

Charter school number authorized by the State: 0581

Ánimo Oscar De La Hoya Charter High School (Ánimo Oscar De La Hoya CHS), located at 1114 South Lorena Street, Los Angeles, California, 90023, petitioned through Los Angeles Unified School District and was renewed for a five year period ending in 2018. This charter school was opened by GDPS in August 2003, and currently serves 601 students in grades nine through twelve.

Ánimo South Los Angeles Charter High School

Charter school number authorized by the State: 0602

Ánimo South Los Angeles Charter High School (Ánimo South Los Angeles CHS), located at 11130 South Western Avenue, Los Angeles, California, 90047, petitioned through Los Angeles Unified School District and was renewed for a five year period ending in 2014. This charter school was opened by GDPS in September 2004, and currently serves approximately 629 students in grades nine through twelve.

Ánimo Charter Middle School 3

Charter school number authorized by the State: 1288

Ánimo Charter Middle School 3 (Ánimo CMS 3), located at 12226 South Western Avenue, Los Angeles, California, 90047, petitioned through Los Angeles Unified School District and was authorized for a five year period ending in 2016. This charter school was opened by GDPS in August 2011, and currently serves approximately 581 students in grades six through eight.

Ánimo Charter Middle School 4

Charter school number authorized by the State: 1289

Ánimo Charter Middle School 4 (Ánimo CMS 4), located at 12226 South Western Avenue, Los Angeles, California, 90047, petitioned through Los Angeles Unified School District and was authorized for a five year period ending in 2016. This charter school was opened by GDPS in August 2011, and currently serves approximately 578 students in grades six through eight.

GREEN DOT PUBLIC SCHOOLS
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NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2013

Ánimo Venice Charter High School

Charter school number authorized by the State: 0648

Ánimo Venice Charter High School (Ánimo Venice CHS), located at 820 Broadway Street, Venice, California, 90291, petitioned through Los Angeles Unified School District and was renewed for a five year period ending in 2014. This charter school was opened by GDPS in September 2004, and currently serves 580 students in grades nine through twelve.

Ánimo Westside Charter Middle School

Charter school number authorized by the State: 1217

Ánimo Westside Charter Middle School (Ánimo Westside CMS), located at 7615 Cowan Avenue, Los Angeles, California, 90045, petitioned through Los Angeles Unified School District and was authorized for a five year period ending in 2015. This charter school was opened by GDPS in September 2011, and currently serves approximately 250 students in grades six through seven.

Ánimo Jackie Robinson Charter High School

Charter school number authorized by the State: 0793

Ánimo Jackie Robinson Charter High School (Ánimo Jackie Robinson CHS), located at 3500 South Hill Street, Los Angeles, California, 90007, petitioned through Los Angeles Unified School District and was renewed for a five year period ending in 2016. This charter school was opened by GDPS in September 2006, and currently serves 579 students in grades nine through twelve.

Ánimo Jefferson Charter Middle School

Charter school number authorized by the State: 1216

Ánimo Jefferson Charter Middle School (Ánimo Jefferson CMS), located at 1655 East 27th Street, Los Angeles, California, 90011, petitioned through Los Angeles Unified School District and was authorized for a five year period ending in 2015. This charter school was opened by GDPS in August 2010, and currently serves 536 students in grades six through eight.

Ánimo Ralph Bunche Charter High School

Charter school number authorized by the State: 0781

Ánimo Ralph Bunche Charter High School (Ánimo Ralph Bunche CHS), located at 1655 East 27th Street, Los Angeles, California, 90011, petitioned through Los Angeles Unified School District and was renewed for a five year period ending in 2016. This charter school was opened by GDPS in August 2006, and currently serves 694 students in grades nine through twelve.

GREEN DOT PUBLIC SCHOOLS
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NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2013

Ánimo Pat Brown Charter High School

Charter school number authorized by the State: 0649

Ánimo Pat Brown Charter High School (Ánimo Pat Brown CHS), located at 8255 Beach Street, Los Angeles, California, 90001, petitioned through Los Angeles Unified School District and was renewed for a five year period ending in 2014. This charter school was opened by GDPS in September 2006, and currently serves approximately 589 students in grades nine through twelve.

Ánimo Locke Technology Charter High School

Charter school number authorized by the State: 0786

Ánimo Locke Technology Charter High School (Ánimo Locke Tech CHS), located at 810 and 820 East 111th Place, Los Angeles, California, 90059, petitioned through Los Angeles Unified School District and was renewed for a five year period ending in 2016. This charter school was opened by GDPS in September 2007, but was closed on June 30, 2013, and no longer serves students in grades nine through twelve. These students were enrolled under the Ánimo Locke 1 CPA charter for the 2014 fiscal school year.

Ánimo Watts College Preparatory Academy

Charter school number authorized by the State: 0783

Ánimo Watts College Preparatory Academy (Ánimo Watts CPA), located at 12628 Avalon Boulevard, Los Angeles, California, 90061, petitioned through Los Angeles Unified School District and was renewed for a five year period ending in 2016. This charter school was opened in September 2007, and currently serves approximately 525 students in grades nine through twelve.

Ánimo Locke 1 College Preparatory Academy

Charter school number authorized by the State: 1050

Ánimo Locke 1 College Preparatory Academy (Ánimo Locke 1 CPA), located at 325 East 111th Street, Los Angeles, California, 90061, petitioned through Los Angeles Unified School District and was renewed for a five year period ending in 2018. This charter school was opened by GDPS in September 2008, and currently serves approximately 809 students in grades nine through twelve.

Ánimo Locke 2 College Preparatory Academy

Charter school number authorized by the State: 1051

Ánimo Locke 2 College Preparatory Academy (Ánimo Locke 2 CPA), located at 325 East 111th Street, Los Angeles, California, 90061, petitioned through Los Angeles Unified School District and was authorized for a five year period ending in 2013. This charter school was opened by GDPS in September 2008, but was closed on June 30, 2013, and no longer serves students in grades nine through twelve. These students were enrolled under the Ánimo Locke 1 CPA charter for the 2014 fiscal school year.

GREEN DOT PUBLIC SCHOOLS
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NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2013

Alain Leroy Locke 3 College Preparatory Academy

Charter school number authorized by the State: 0965

Alain Leroy Locke 3 College Preparatory Academy (Alain Leroy Locke 3 CPA), located at 325 East 111th Street, Los Angeles, California, 90061, petitioned through Los Angeles Unified School District and was authorized for a five year period ending in 2013. This charter school was opened by GDPS in September 2008, but was closed on June 30, 2013, and no longer serves students in grades nine through twelve. These students were enrolled under the Ánimo Locke 1 CPA charter for the 2014 fiscal school year.

Ánimo College Preparatory Academy

Charter school number authorized by the State: 1342

Ánimo College Preparatory Academy (Ánimo CPA), located at 2265 East 103rd Street, Los Angeles, California, 90002, petitioned through Los Angeles Unified School District and was authorized for a five year period ending in 2016. This charter school was opened by GDPS in September 2011, and currently serves approximately 482 students in grades nine through twelve.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by GDPS and Delta are described below to enhance the use of the consolidated financial statements to the reader.

Financial Statement Presentation

GDPS and Delta are required to report information about their financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. GDPS and Delta had no temporarily or permanently restricted net assets at June 30, 2013. In addition, GDPS and Delta are required to present a Statement of Cash Flows.

Accounting Method - Basis of Accounting

The consolidated financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to non-profit public benefit corporations. Basis of accounting refers to when revenues and expenses are recognized in the accounts and reported on the consolidated financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. GDPS and Delta use the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

GREEN DOT PUBLIC SCHOOLS
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NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2013

New Accounting Standards

Effective for the year ended June 30, 2013, GDPS and Delta adopted Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2011-04, *Fair Value Measurement (Topic 820): Amendments to Achieve Common Fair Value Measurement and Disclosure Requirements in U.S. GAAP and IFRSs*, as amended by FASB ASU 2013-03, *Financial Instruments (Topic 825): Clarifying the Scope and Applicability of a Particular Disclosure to Nonpublic Entities*. These two updates amended ASC 820 and ASC 825 require expanded disclosures relating to the fair market value of certain financial instruments. The expanded disclosures required by these updates include disclosing the fair market value of financial instruments that are reported at an amount other than fair market value in an entity's financial statements. FASB ASU 2013-03 exempted certain "non-public" entities with assets below \$100 million on the date of the financial statements from these disclosure requirements; however, Delta does not fall within this exemption because the bonds issued and payable for the Manchester project cause Delta to be a conduit bond obligor for conduit debt securities. In addition, GDPS is not exempt from the disclosure as the entity's total assets are more than \$100 million on the date of the financial statements. As such, refer to Note 10 and Note 11 for these GDPS and Delta disclosures.

Effective for the year ended June 30, 2013, GDPS and Delta adopted FASB ASU 2013-06, *Not-for-Profit Entities (Topic 958): Services Received from Personnel of an Affiliate*. This update requires all not-for-profit entities to apply similar recognition and measurement bases for services received from personnel of an affiliate. The amendments in this update are effective for fiscal years beginning after June 15, 2014, with early adoption permitted.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or when the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as "net assets released from restrictions". Currently, GDPS and Delta do not have temporarily or permanently restricted net assets from contributions.

In-kind contributions are recorded at their estimated fair values at the date of donation. Donated services are recorded if they create or enhance non-financial assets or require a specialized skill that GDPS would otherwise need to purchase. As of June 30, 2013, in-kind contributions of services valued at \$1,165,936 were received.

Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which generally require revenue recognition upon incurrence of expenses related to the specified services. Deferred revenue is recorded to the extent cash received on specific grants exceeds qualified expenses.

Conditional Promises

Conditional promises to give, which depend on the occurrence of specified future and uncertain events, are not recorded until the conditions are met.

GREEN DOT PUBLIC SCHOOLS
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NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2013

Income Taxes

GDPS and Delta are non-profit public benefit corporations that are exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. They are also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these consolidated financial statements. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain tax positions are required.

Cash and Cash Equivalents

For purposes of the Consolidated Statement of Cash Flows, GDPS and Delta consider all highly liquid investments with an initial maturity of three months or less to be considered as cash equivalents.

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2013, management had determined all accounts receivable are fully collectible and no allowance for bad debts has been established.

Intercompany Receivable/Payable

Intercompany receivable/payable results from a net cumulative difference between resources provided by GDPS to each individual charter school and reimbursement for those resources from each individual charter school to GDPS.

Fixed Assets

It is GDPS' and Delta's policy to capitalize individual property and equipment purchases over \$5,000. Lesser amounts are expensed. Purchased property and equipment is capitalized at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. Building and leasehold improvements, furniture, and equipment are depreciated using the straight-line method, from 2 to 30 years. At June 30, 2013, the depreciation expense was \$3,834,635.

Operating Transfers In/Out

Operating transfers consist primarily of the allocation of the cost of shared services between the Headquarters and the schools. Operating transfers also include certain costs of shared liabilities and shared assets between the Headquarters and the schools.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2013

Reclassification of Comparative Statements

GDPS reclassified certain expenses as program service, fund development, or management and general as well as certain assets and liabilities on the statement of financial position for the 2013 fiscal year. Accordingly, these reclassifications have been revised for the presentation of 2012 and 2011 information.

Prior Year Summarized Financial Information

The financial statements include prior-year summarized comparative information in total and do not include information by the unrestricted, temporarily restricted and permanently restricted net asset classes as required by accounting principles generally accepted in the United States of America. Accordingly, the information should be read in conjunction with GDPS' financial statements as of June 30, 2013, 2012, and 2011, respectively from which the summarized comparative information was derived.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities, at the date of the consolidated financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. At June 30, 2013, GDPS and Delta did not have any designations.

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash at June 30, 2013, consisted of the following:

	<u>Reported Amount</u>	<u>Bank Balance</u>
Deposits		
Cash on hand and in banks	<u>\$ 13,812,938</u>	<u>\$ 15,154,200</u>

The majority of GDPS' and Delta's cash is held in non-interest bearing accounts which are subject to federally insured limits. GDPS and Delta have not experienced any losses in such accounts. At June 30, 2013, GDPS and Delta had \$14,654,200 in excess of FDIC insured limits in non-interest bearing accounts.

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NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2013

Cash decreased significantly from June 30, 2012 to June 30, 2013, primarily due to General Purpose Apportionment which was withheld during the 2013 fiscal year. The California Department of Education (CDE) withheld a portion of 2013 fiscal year General Purpose Apportionment in anticipation of the Local Public Safety Protection Act (Proposition 30) passing on November 6, 2012. The Education Protection Act (EPA) funding from Proposition 30 which replaced the withheld General Purpose Apportionment was scheduled to be paid by CDE in June 2013, per CDE Communications. EPA funding was apportioned by CDE on June 26, 2013, but was not received by GDPS until July 2013. Note that on July 3, 2013, GDPS received \$12,467,141 in EPA funding.

NOTE 4 - RESTRICTED CASH

At June 30, 2013, cash held for restricted purposes consisted of the following:

	<u>Reported Amount</u>	<u>Bank Balance</u>
Ánimo Leadership CHS Propositions 47 and 1D	\$ 5,026,791	\$ 5,026,791
Ánimo Oscar De La Hoya CHS Propositions 55 and 1D	2,402,353	2,402,353
Ánimo Pat Brown CHS Proposition 55 and 1D	7,185,684	7,185,684
Ánimo Locke Tech CHS	321,842	321,842
Delta	2,204,031	2,204,031
Total Cash Held for Restricted Purposes	<u>\$ 17,140,701</u>	<u>\$ 17,140,701</u>

GDPS' restricted cash balances held in interest bearing accounts are insured up to \$250,000. At June 30, 2013, GDPS had \$14,197,113 in excess of FDIC insured limits. Delta's restricted cash balances held in money market accounts are not protected against loss, however; Delta's money market accounts are held in AAA rated investments. At June 30, 2013, Delta held \$1,569,865 in money market funds. Management believes GDPS is not exposed to any significant risk related to restricted cash.

Proposition 47 and 1D

During the fiscal year ended June 30, 2004, Ánimo Leadership CHS was awarded \$18,746,078 in Charter School Facilities Program funding established by Proposition 47. In December 2010, Ánimo Leadership CHS was awarded \$10,258,974 under Proposition 1D. Restricted cash in the amount of \$5,026,791 represents the remaining balance of funds received which are limited in use for the payment of costs of constructing and operating a new facility.

Proposition 55 and 1D

During the fiscal year ended June 30, 2006, Ánimo Oscar De La Hoya CHS was awarded \$20,113,688 in Charter School Facilities Program funding established by Proposition 55. During the fiscal year ended June 30, 2011, Ánimo Oscar De La Hoya CHS was awarded \$9,967,216 under Proposition 1D. Restricted cash in the amount of \$2,402,353 represents the remaining balance of funds received which are limited in use for the payment of costs of constructing and operating a new facility.

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During the fiscal year ended June 30, 2005, Ánimo Pat Brown CHS was awarded \$12,142,552 in Charter School Facilities Program funding established by Proposition 55. During the fiscal year ended June 30, 2012, Ánimo Pat Brown CHS was awarded \$5,126,676 under Proposition 1D. Restricted cash in the amount of \$7,185,684 represents the remaining balance of funds received which are limited in use for the payment of costs of constructing and operating a new facility.

Ánimo Locke Tech CHS

Restricted cash in the amount of \$321,842 represents cash held for the purpose of satisfying a long-term debt obligation.

Delta Restricted Cash

Delta's restricted cash and cash equivalents in the amount of \$2,204,031 arise from conditions required by various financing arrangements. Financial statement classification is based on whether the restricted cash and cash equivalents are held to satisfy current or long-term obligations.

NOTE 5 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2013, consisted of the following:

Revenue limit sources	
General apportionment	\$ 21,981,899
Categorical block grant	3,114,665
Total Revenue Limit Sources	<u>25,096,564</u>
Federal receivable	2,479,766
State receivable	3,129,198
Lottery	802,777
Other receivable	884,493
Subtotal	<u>7,296,234</u>
Total Accounts Receivable	<u>\$ 32,392,798</u>

NOTE 6 - CONDITIONAL PROMISES

On September 10, 2010, GDPS received an amendment to a promise to give from a private foundation conditioned upon opening new charter schools from December 1, 2006, to October 30, 2016. GDPS may receive \$250,000 in the first year of school operations, \$175,000 in the second year of school operations, and \$75,000 in the third year of school operations for a total of \$10,500,000 for 21 new schools opening. As of June 30, 2013, GDPS has \$3,800,000 available for future school openings.

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On September 29, 2011, GDPS received a promise to give from a private foundation conditioned upon reaching teacher effectiveness milestones outlined in the agreement. GDPS may receive \$4,287,941 over the next three years.

On September 24, 2012, GDPS received a promise to give from a private foundation conditioned upon raising matching contributions for leadership training and signing a memorandum of understanding with the Los Angeles Unified School District (LAUSD) for their participation in the program. Note that due to an internal lack of readiness within LAUSD, the district withdrew from the collaboration after the first year of the grant, prior to receiving any funding. GDPS is renegotiating the conditional promise for fiscal 2014, in order to repurpose the funds earmarked for LAUSD. GDPS may receive \$666,666 in the next two years.

NOTE 7 - FIXED ASSETS

Fixed assets at June 30, 2013, consisted of the following:

Land	\$ 18,414,560
Building improvements	38,639,654
Leasehold improvements	41,104,995
Computer and equipment	6,822,870
Work in progress	2,475,605
Subtotal	<u>107,457,684</u>
Less: accumulated depreciation	<u>(14,986,037)</u>
Total Fixed Assets	<u><u>\$ 92,471,647</u></u>

During the year ended June 30, 2013, \$3,834,635 was charged to depreciation expense.

NOTE 8 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2013, consisted of the following:

Salaries and benefits	\$ 2,878,504
Compensated absences	750,128
Vendor payable	7,147,129
Payable on behalf of Employees	411,919
Total Accounts Payable	<u><u>\$ 11,187,680</u></u>

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NOTE 9 - DEFERRED REVENUE

Deferred revenue at June 30, 2013, consisted of the following:

Propositions 47 and 1D - Ánimo Leadership CHS	\$ 6,595,348
Propositions 55 and 1D - Ánimo Oscar De La Hoya CHS	2,299,785
Propositions 55 and 1D - Ánimo Pat Brown CHS	7,177,874
Other	2,309,597
Total Deferred Revenue	<u><u>\$ 18,382,604</u></u>

NOTE 10 - LONG-TERM OBLIGATIONS

At June 30, 2013, GDPS' and Delta's long-term obligations summary is as follows:

	Balance July 1, 2012	Additions	Deductions	Balance June 30, 2013	Due in One Year
Revolving loans	\$ 307,500	\$ 1,000,000	\$ 352,500	\$ 955,000	\$ 352,500
Construction loans	32,538,660	1,774,795	599,864	33,713,591	1,005,989
Notes payable	55,624,972	-	189,691	55,435,281	198,674
Bonds payable	8,102,058	-	57,082	8,044,976	90,000
Capital leases	837,990	896,443	695,351	1,039,082	491,187
Settlement agreements	569,343	-	14,495	554,848	98,233
	<u><u>\$ 97,980,523</u></u>	<u><u>\$ 3,671,238</u></u>	<u><u>\$ 1,908,983</u></u>	<u><u>\$ 99,742,778</u></u>	<u><u>\$ 2,236,583</u></u>

Revolving Loans

At June 30, 2013, GDPS' revolving loans summary is as follows:

	Balance July 1, 2012	Additions	Deductions	Balance June 30, 2013	Due in One Year
Ánimo CMS 3	\$ -	\$ 250,000	\$ 62,500	\$ 187,500	\$ 62,500
Ánimo CMS 4	-	250,000	62,500	187,500	62,500
Ánimo Westside CMS	-	250,000	62,500	187,500	62,500
Ánimo Jefferson CMS	187,500	-	62,500	125,000	62,500
Ánimo Locke Tech CHS	60,000	-	20,000	40,000	20,000
Ánimo Watts CPA	60,000	-	20,000	40,000	20,000
Ánimo CPA	-	250,000	62,500	187,500	62,500
	<u><u>\$ 307,500</u></u>	<u><u>\$ 1,000,000</u></u>	<u><u>\$ 352,500</u></u>	<u><u>\$ 955,000</u></u>	<u><u>\$ 352,500</u></u>

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Ánimo CMS 3

On June 28, 2012, on behalf of Ánimo CMS 3, GDPS applied for and was accepted into the CDE Charter School Revolving Loan Program. GDPS received a loan in the amount of \$250,000. The loan bears an interest rate of 0.35 percent and will be repaid during the months of August, September, October, November, December, and January of each year. The repayments will be withheld from Ánimo CMS 3's monthly principal apportionment payments. At June 30, 2013, the balance was \$187,500.

Future payments are as follows:

<u>Repayment Year</u>	<u>Principal</u>	<u>Interest to Maturity</u>	<u>Total</u>
2014	\$ 62,500	\$ 601	\$ 63,101
2015	62,500	386	62,886
2016	62,500	171	62,671
Total	<u>\$ 187,500</u>	<u>\$ 1,158</u>	<u>\$ 188,658</u>

Ánimo CMS 4

On June 28, 2012, on behalf of Ánimo CMS 4, GDPS applied for and was accepted into the CDE Charter School Revolving Loan Program. GDPS received a loan in the amount of \$250,000. The loan bears an interest rate of 0.35 percent and will be repaid during the months of August, September, October, November, December, and January of each year. The repayments will be withheld from Ánimo CMS 4's monthly principal apportionment payments. At June 30, 2013, the balance was \$187,500.

Future payments are as follows:

<u>Repayment Year</u>	<u>Principal</u>	<u>Interest to Maturity</u>	<u>Total</u>
2014	\$ 62,500	\$ 601	\$ 63,101
2015	62,500	386	62,886
2016	62,500	171	62,671
Total	<u>\$ 187,500</u>	<u>\$ 1,158</u>	<u>\$ 188,658</u>

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Ánimo Westside CMS

On June 28, 2012, on behalf of Ánimo Westside CMS, GDPS applied for and was accepted into the CDE Charter School Revolving Loan Program. GDPS received a loan in the amount of \$250,000. The loan bears an interest rate of 0.35 percent and will be repaid during the months of August, September, October, November, December, and January of each year. The repayments will be withheld from Ánimo Westside CMS's monthly principal apportionment payments. At June 30, 2013, the balance was \$187,500.

Future payments are as follows:

<u>Repayment Year</u>	<u>Principal</u>	<u>Interest to Maturity</u>	<u>Total</u>
2014	\$ 62,500	\$ 601	\$ 63,101
2015	62,500	386	62,886
2016	62,500	171	62,671
Total	<u>\$ 187,500</u>	<u>\$ 1,158</u>	<u>\$ 188,658</u>

Ánimo Jefferson CMS

On June 23, 2011, on behalf of Ánimo Jefferson CMS, GDPS applied for and was accepted into the CDE Charter School Revolving Loan Program. GDPS received a loan in the amount of \$250,000. The loan bears an interest rate of 0.38 percent and will be repaid during the months of August, September, October, November, December, and January of each year. The repayments will be withheld from Ánimo Jefferson CMS's monthly principal apportionment payments. At June 30, 2013, the balance was \$125,000.

Future payments are as follows:

<u>Repayment Year</u>	<u>Principal</u>	<u>Interest to Maturity</u>	<u>Total</u>
2014	\$ 62,500	\$ 425	\$ 62,925
2015	62,500	188	62,688
Total	<u>\$ 125,000</u>	<u>\$ 613</u>	<u>\$ 125,613</u>

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Ánimo Locke Tech CHS

On May 19, 2010, on behalf of Ánimo Locke Tech CHS, GDPS applied for and was accepted into the CDE Charter School Revolving Loan Program. GDPS received a loan in the amount of \$100,000. The loan bears an interest rate of 0.53 percent and will be repaid during the months of August, September, October, November, December, and January of each year. The repayment will be withheld from Ánimo Locke Tech CHS's monthly principal apportionment payments. At June 30, 2013, the balance was \$40,000.

Future payments are as follows:

<u>Repayment Year</u>	<u>Principal</u>	<u>Interest to Maturity</u>	<u>Total</u>
2014	\$ 20,000	\$ 185	\$ 20,185
2015	20,000	82	20,082
Total	<u>\$ 40,000</u>	<u>\$ 267</u>	<u>\$ 40,267</u>

Ánimo Watts CPA

On May 25, 2010, on behalf of Ánimo Watts CPA, GDPS applied for and was accepted into the CDE Charter School Revolving Loan Program. GDPS received a loan in the amount of \$100,000. The loan bears an interest rate of 0.53 percent and will be repaid during the months of August, September, October, November, December, and January of each year. The repayment will be withheld from Ánimo Watts CPA's monthly principal apportionment payments. At June 30, 2013, the balance was \$40,000.

Future payments are as follows:

<u>Repayment Year</u>	<u>Principal</u>	<u>Interest to Maturity</u>	<u>Total</u>
2014	\$ 20,000	\$ 185	\$ 20,185
2015	20,000	82	20,082
Total	<u>\$ 40,000</u>	<u>\$ 267</u>	<u>\$ 40,267</u>

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Ánimo CPA

On June 28, 2012, on behalf of Ánimo CPA, GDPS applied for and was accepted into the CDE Charter School Revolving Loan Program. GDPS received a loan in the amount of \$250,000. The loan bears an interest rate of 0.35 percent and will be repaid during the months of August, September, October, November, December, and January of each year. The repayments will be withheld from Ánimo CPA's monthly principal apportionment payments. At June 30, 2013, the balance was \$187,500.

Future payments are as follows:

<u>Repayment Year</u>	<u>Principal</u>	<u>Interest to Maturity</u>	<u>Total</u>
2014	\$ 62,500	\$ 601	\$ 63,101
2015	62,500	386	62,886
2016	62,500	171	62,671
Total	<u>\$ 187,500</u>	<u>\$ 1,158</u>	<u>\$ 188,658</u>

Construction Loans

At June 30, 2013, GDPS' construction loans summary is as follows:

	<u>Balance July 1, 2012</u>	<u>Additions</u>	<u>Deductions</u>	<u>Balance June 30, 2013</u>	<u>Due in One Year</u>
Ánimo Leadership CHS	\$ 10,981,003	\$ 1,090,775	\$ -	\$ 12,071,778	\$ 390,398
Ánimo Oscar De La Hoya CHS	13,500,276	24,346	377,803	13,146,819	387,890
Ánimo Venice CHS	8,040,237	-	222,061	7,818,176	227,701
Ánimo Pat Brown CHS	17,144	659,674	-	676,818	-
	<u>\$ 32,538,660</u>	<u>\$ 1,774,795</u>	<u>\$ 599,864</u>	<u>\$ 33,713,591</u>	<u>\$ 1,005,989</u>

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Ánimo Leadership CHS

Per Proposition 47 and 1D, one-half of the approved project costs paid under the award are reimbursed in the form of a State grant (recorded as earned revenue and proposition expense on the Statement of Activities and Changes in Net Assets) 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 30 years.

The original capital lease obligation of \$12,071,778 for building improvements represents one-half of the costs incurred for Ánimo Leadership CHS's approved Proposition 47 and 1D project. The site improvements made under the guidelines of the Proposition 47 and 1D awards are being accounted for as capital leases because the term of the lease exceeds 75 percent of the economic life of the leased property. At June 30, 2013, the capital lease obligation is \$12,071,778.

Future payments are as follows:

Repayment Year	Principal *	Interest to Maturity	Total
2014	\$ 390,398	\$ 289,295	\$ 679,693
2015	398,206	281,487	679,693
2016	406,170	273,523	679,693
2017	414,294	265,399	679,693
2018	422,580	257,113	679,693
2019-2023	2,243,106	1,155,361	3,398,467
2024-2028	2,476,570	921,897	3,398,467
2029-2033	2,734,333	664,133	3,398,466
2034-2038	3,018,923	379,542	3,398,465
2039-2043	1,960,156	78,924	2,039,080
Total	\$ 14,464,736	\$ 4,566,674	\$ 19,031,410

* Total principal payment will be reduced by \$2,392,958 in cash proceeds that were not utilized and are held in restricted cash to be returned in the 2014 fiscal year.

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Ánimo Oscar De La Hoya CHS

Per Proposition 55 and 1D, one-half of the approved project costs paid under the award are reimbursed in the form of a State grant (recorded as earned revenue and proposition expense on the Statement of Activities and Changes in Net Assets) 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 30 years.

The original capital lease obligation of \$13,892,600 for building improvements represents one-half of the costs incurred for Ánimo Oscar De La Hoya CHS's approved Proposition 55 project. The site improvements made under the guidelines of the Proposition 55 and 1D awards are being accounted for as capital leases because the term of the lease exceeds 75 percent of the economic life of the leased property. At June 30, 2013, the capital lease obligation is \$13,146,819.

Future payments are as follows:

Repayment Year	Principal *	Interest to Maturity	Total
2014	\$ 387,890	\$ 381,668	\$ 769,558
2015	398,247	371,311	769,558
2016	408,880	360,678	769,558
2017	419,797	349,761	769,558
2018	431,006	338,552	769,558
2019-2023	2,333,913	1,513,873	3,847,786
2024-2028	2,662,582	1,185,208	3,847,790
2029-2033	3,037,531	810,258	3,847,789
2034-2038	3,465,280	382,508	3,847,788
2039	749,545	20,013	769,558
Total	\$ 14,294,671	\$ 5,713,830	\$ 20,008,501

* Total principal payment will be reduced by \$1,147,852 in cash proceeds that were not utilized and are held in restricted cash to be returned in the 2014 fiscal year.

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Ánimo Venice CHS

Per Proposition 55, one-half of the approved project costs paid under the award are reimbursed in the form of a State grant (recorded as earned revenue and proposition expense on the Statement of Activities and Changes in Net Assets) and one-half of the approved project costs paid under the award are required to be remitted back to the State of California in the form of lease payments over a period not to exceed 30 years.

The original capital lease obligation of \$8,256,797 for building improvements represents one-half of the costs incurred for Ánimo Venice CHS's approved Proposition 55 project. The site improvements made under the guidelines of the Proposition 55 awards are being accounted for as capital leases because the term of the lease with the State of California exceeds 75 percent of the economic life of the leased property. At June 30, 2013, the capital lease obligation is \$7,818,176.

Future payments are as follows:

Repayment Year	Principal	Interest to Maturity	Total
2014	\$ 227,701	\$ 198,582	\$ 426,283
2015	233,484	192,798	426,282
2016	239,415	186,868	426,283
2017	245,496	180,786	426,282
2018	251,732	174,551	426,283
2019-2023	1,357,879	773,534	2,131,413
2024-2028	1,539,316	592,097	2,131,413
2029-2033	1,744,996	386,418	2,131,414
2034-2038	1,978,157	153,255	2,131,412
Total	\$ 7,818,176	\$ 2,838,889	\$ 10,657,065

Ánimo Pat Brown CHS

Per Proposition 55 and 1D, one-half of the approved project costs paid under the award are reimbursed in the form of a State grant (recorded as earned revenue and proposition expense on the Statement of Activities and Changes in Net Assets) and one-half of the approved project costs paid under the award are required to be remitted back to the State of California in the form of lease payments over a period not to exceed 30 years.

The June 30, 2013 capital lease obligation of \$676,818 for building improvements represents one-half of the costs incurred for Ánimo Pat Brown CHS's approved Proposition 55 and 1D project. The site improvements made under the guidelines of the Proposition 55 awards are being accounted for as capital leases because the term of the lease with the State of California exceeds 75 percent of the economic life of the leased property. At June 30, 2013, the project is incomplete. A payment schedule will not be provided until the project is complete.

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Notes Payable

At June 30, 2013, GDPS' and Delta's notes payable summary is as follows:

	Balance July 1, 2012	Additions	Deductions	Balance June 30, 2013	Due in One Year
GDPS Headquarters	\$ 3,641,798	\$ -	\$ 97,248	\$ 3,544,550	\$ 102,682
Delta	51,983,174	-	92,443	51,890,731	95,992
Total	<u>\$ 55,624,972</u>	<u>\$ -</u>	<u>\$ 189,691</u>	<u>\$ 55,435,281</u>	<u>\$ 198,674</u>

Green Dot Public Schools Headquarters

GDPS entered into a loan agreement with National Cooperative Bank. National Cooperative Bank agreed to lend the principal sum of \$4,000,000 with an interest rate of 5.375 percent on the principal sum outstanding with a maturity date on January 1, 2015. At June 30, 2013, the balance was \$3,544,550.

Future payments are as follows:

Repayment Year	Principal	Interest to Maturity	Total
2014	\$ 102,682	\$ 190,639	\$ 293,321
2015	3,441,868	109,125	3,550,993
Total	<u>\$ 3,544,550</u>	<u>\$ 299,764</u>	<u>\$ 3,844,314</u>

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Delta

The terms and balances of new markets tax credit financing arrangement obtained to purchase property in Los Angeles and secured by interest in property purchased at June 30, 2013, are as follows:

<u>Loan</u>	<u>Description</u>	<u>Original Principal</u>	<u>Date of Issuance</u>	<u>Interest Rate</u>	<u>Maturity Date</u>	<u>Callable Date</u>	<u>Payment Terms</u>	<u>Balance June 30, 2013</u>
111th Place, LLC-A	New markets tax credit financing arrangement obtained to purchase property in Los Angeles. Secured by interest in property purchased.	\$ 5,747,750	07/18/08	6.500%	07/18/38	07/18/15	Interest only through maturity. No prepayment permitted.	\$ 5,747,750
111th Place, LLC-B	New markets tax credit financing arrangement obtained to purchase property in Los Angeles. Secured by interest in property purchased.	2,027,250	07/18/08	1.000%	07/18/38	N/A	Interest only through maturity. No prepayment permitted. Note is forgiven if 111th Place-A is called and paid in full on July 18, 2015 or later, along with a fee of \$1,000.	2,027,250
							Subtotal 111th Place LLC	7,775,000
8255 Beach, LLC-A	New markets tax credit financing arrangement obtained to purchase property in Los Angeles. Secured by interest in property purchased.	8,400,059	03/25/09	6.630%	07/25/32	3/25/2016	Interest only through maturity. No prepayment permitted.	8,400,059
8255 Beach, LLC-B	New markets tax credit financing arrangement obtained to purchase property in Los Angeles. Secured by interest in property purchased.	3,365,066	03/25/09	2.150%	07/25/32	N/A	Interest and principal through maturity. No prepayment permitted.	3,154,871
							Subtotal 8255 Beach LLC	11,554,930
12628 Avalon-A	New markets tax credit financing arrangement obtained to purchase property in Los Angeles. Secured by interest in property purchased.	6,386,929	12/15/09	5.650%	12/15/16	N/A	Interest only through maturity. No prepayment permitted.	6,386,929
12628 Avalon-B	New markets tax credit financing arrangement obtained to purchase property in Los Angeles. Secured by interest in property purchased.	2,313,072	12/15/09	5.650%	12/15/39	N/A	Interest and principal through January 1, 2017. Interest only from January 1, 2017, through maturity. No prepayment permitted prior to December 15, 2016.	2,173,872
12628 Avalon-C	New markets tax credit financing arrangement obtained to purchase property in Los Angeles. Secured by interest in property purchased.	400,000	12/15/09	5.650%	12/15/16	N/A	Interest only through maturity. No prepayment permitted.	400,000
							Subtotal 12628 Avalon LLC	8,960,801

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The terms and balances of new markets tax credit financing arrangement obtained to purchase property in Los Angeles and secured by interest in property purchased at June 30, 2013, are as follows:

Loan	Description	Original Principal	Date of Issuance	Interest Rate	Maturity Date	Callable Date	Payment Terms	Balance June 30, 2013
1655 27th Facilities, LLC-1A	New markets tax credit financing arrangement obtained to purchase property in Los Angeles. Secured by interest in property purchased.	5,034,400	09/20/11	4.273%	10/12/18	N/A	Interest only through maturity. No prepayment permitted.	\$ 5,034,400
1655 27th Facilities, LLC-1B	New markets tax credit financing arrangement obtained to purchase property in Los Angeles. Secured by interest in property purchased.	2,157,600	09/20/11	4.273%	10/12/18	N/A	Interest only through maturity. No prepayment permitted.	2,157,600
1655 27th Facilities, LLC-1C	New markets tax credit financing arrangement obtained to purchase property in Los Angeles. Secured by interest in property purchased.	2,008,000	09/20/11	4.273%	10/12/41	N/A	Interest only through September 30, 2018. Interest and principal from October 1, 2018, through maturity. No prepayment permitted.	2,008,000
1655 27th Facilities, LLC-2A	New markets tax credit financing arrangement obtained to purchase property in Los Angeles. Secured by interest in property purchased.	1,772,376	09/20/11	4.778%	10/12/18	N/A	Interest only through maturity. No prepayment permitted.	1,772,376
1655 27th Facilities, LLC-2B	New markets tax credit financing arrangement obtained to purchase property in Los Angeles. Secured by interest in property purchased.	777,193	09/20/11	4.778%	10/12/18	N/A	Interest only through maturity. No prepayment permitted.	777,193
1655 27th Facilities, LLC-2C	New markets tax credit financing arrangement obtained to purchase property in Los Angeles. Secured by interest in property purchased.	689,320	09/20/11	4.778%	10/12/41	N/A	Interest only through September 30, 2018. Interest and principal from October 1, 2018, through maturity. No prepayment permitted.	689,320
1655 27th Facilities, LLC-3A	New markets tax credit financing arrangement obtained to purchase property in Los Angeles. Secured by interest in property purchased.	4,742,681	09/20/11	4.819%	10/12/18	N/A	Interest only through maturity. No prepayment permitted.	4,742,681
1655 27th Facilities, LLC-3B	New markets tax credit financing arrangement obtained to purchase property in Los Angeles. Secured by interest in property purchased.	2,126,782	09/20/11	4.819%	10/12/18	N/A	Interest only through maturity. No prepayment permitted.	2,126,782
1655 27th Facilities, LLC-3C	New markets tax credit financing arrangement obtained to purchase property in Los Angeles. Secured by interest in property purchased.	1,891,648	09/20/11	4.819%	10/12/41	N/A	Interest only through September 30, 2018. Interest and principal from October 1, 2018, through maturity. No prepayment permitted.	1,891,648
							Subtotal 1655 27th Facilities LLC	21,200,000
Delta Properties, Inc.	Promissory note issued in conjunction with property purchased in Los Angeles. Secured by all interests or rights of Delta Properties, Inc.	2,400,000	09/20/11	**	10/12/41	N/A	No interest prior to October 12, 2018. Interest and principal from October 12, 2018, through maturity. Prepayments of principal are required, commencing on September 21, 2012, and each year thereafter, based on annual fiscal year (July 1-June 30) California Department of Education per student funding rates in excess of note terms. Principal payments were not required for the year ended June 30, 2013. Prepayment of principal permitted.	2,400,000
							Subtotal Delta Properties, Inc.	2,400,000
							Total Note Payable	\$ 51,890,731

** Municipal Market Data (MMD) interest rate on 30-year municipal bonds with a rating of AAA plus 4.50% - 5.00% per annum through maturity. Adjusting factor increasing to 7.00% after maturity date of note.

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Future payments are as follows:

<u>Repayment Year</u>	<u>Principal</u>
2014	\$ 95,992
2015	99,708
2016	16,278,151
2017	6,872,345
2018	57,200
Thereafter	28,487,335
Total	<u>\$ 51,890,731</u>

Costs associated with the issuance of these notes payable have been capitalized as debt issue costs. These costs are amortized over the term of the note. Amortization of the issuance cost for the year ended June 30, 2013, was \$87,350.

Bonds Payable

At June 30, 2013, Delta's bonds payable summary is as follows:

	<u>Balance</u>		<u>Balance</u>	<u>Due in</u>
	<u>July 1, 2012</u>	<u>Additions</u>	<u>June 30, 2013</u>	<u>One Year</u>
Delta - bonds payable	\$ 8,260,000	\$ -	\$ 8,195,000	\$ 90,000
Delta - bonds discount	(157,942)	-	(150,024)	-
Total	<u>\$ 8,102,058</u>	<u>\$ -</u>	<u>\$ 8,044,976</u>	<u>\$ 90,000</u>

In July 2011, Manchester obtained bond financing through the California Communities Development Authority. Details of these bonds are as follows:

<u>Issuance</u>	<u>Description</u>	<u>Original Principal</u>	<u>Date of Issuance</u>	<u>Interest Rate</u>	<u>Maturity Date</u>	<u>Optional Redemption</u>	<u>Payment Terms</u>	<u>Balance June 30, 2013</u>
Series 2011 A-1	Tax exempt bond issues at an underwriter's discount utilized to acquire school facilities for use by Green Dot. Issuance secured by deed of trust on those school facilities.	\$ 2,915,000	08/01/11	6.900%	08/01/31	08/01/21	Beginning February 1, 2012, interest coupon payments due semi-annually on February and August 1. Bond principal payments due annually August 1, beginning August 1, 2018.	\$ 2,915,000
Series 2011 A-2	Tax exempt bond issues at an underwriter's discount utilized to acquire school facilities for use by Green Dot. Issuance secured by deed of trust on those school facilities.	4,715,000	08/01/11	7.250%	08/01/41	8/1/2021	Beginning February 1, 2012, interest coupon payments due semi-annually on February and August 1. Bond principal payments due annually August 1, beginning August 1, 2032.	4,715,000
Subtotal Series 2011 A								<u>7,630,000</u>
Series 2011 B	Taxable bond issues at an underwriter's discount utilized to acquire school facilities for use by Green Dot. Issuance secured by deed of trust on those school facilities.	630,000	08/01/11	8.500%	08/01/18	N/A	Beginning February 1, 2012, interest coupon payments due semi-annually on February and August 1. Bond principal payments due annually August 1, beginning August 1, 2012.	565,000
Subtotal Series 2011 B								<u>565,000</u>
Less: unamortized discount								<u>(150,024)</u>
TOTAL Bonds Payable								<u>\$ 8,044,976</u>

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The bond agreement requires Manchester to comply with various covenants, conditions, and restrictions including maintaining certain financial ratios. Manchester is required to maintain a bond reserve cash account in an amount equal to the littlest of (a) ten percent of the proceeds of the bonds (b) maximum annual debt service with respect to the Series 2011A and Series 2011B Bonds Outstanding, or (c) 125 percent of average annual debt service with respect to the Bonds. As of June 30, 2013, the reserve requirement amounted to \$681,450 and is reported as restricted cash and cash equivalents on the Statement of Financial Position.

Bonds payable are reported on the financial statements net of a \$150,024 bond discount. The discount is being amortized to interest expense over the life of the bonds. The amortized bond discount charged to interest expense for the year ended June 30, 2013, was \$7,918.

Costs associated with the issuance of these bonds payable have been capitalized as debt issue costs. These costs are amortized over the term of the notes. Amortization of the issuance costs for the year ended June 30, 2013, amounted to \$17,582.

Future payments are as follows:

<u>Repayment Year</u>	<u>Principal</u>
2014	\$ 90,000
2015	95,000
2016	105,000
2017	110,000
2018	120,000
Thereafter	7,675,000
Subtotal	<u>8,195,000</u>
Less unamortized discount	<u>(150,024)</u>
Total	<u>\$ 8,044,976</u>

Capital Leases

GDPS has entered into agreements to lease various equipment. Such agreements are, in substance, purchases (capital leases) and are reported as capital lease obligations. GDPS' liability on lease agreements with options to purchase is summarized below:

<u>Repayment Year</u>	<u>Principal</u>	<u>Interest to Maturity</u>	<u>Total</u>
2014	\$ 491,187	\$ 47,979	\$ 539,166
2015	397,790	20,218	418,008
2016	84,830	4,958	89,788
2017	42,940	2,417	45,357
2018	22,335	345	22,680
Total	<u>\$ 1,039,082</u>	<u>\$ 75,917</u>	<u>\$ 1,114,999</u>

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Settlement Agreements

Alain Leroy Locke 3 CPA EAAP Case No. 11-7

On September 8, 2011, Alain Leroy Locke 3 CPA received a summary review determination letter from the Education Audit Appeals Panel (EAAP) regarding an audit finding from 2008-2009. The determination letter found that substantial compliance was not clearly met by Alain Leroy Locke 3 CPA for reporting ADA on 138 students.

On September 27, 2011, Alain Leroy Locke 3 CPA requested a de novo appeal of the 2008-2009 audit finding (2009-1) and presented additional written explanation to support substantial compliance with *Education Code* Section 47612.5 relating to minimum instructional time.

Alain Leroy Locke 3 CPA and the California State Controller's Office agreed to complete resolution of Audit Finding 2009-1 for the fiscal year 2008-2009. Accordingly, the Department of Finance and the California State Controller's Office expressly waive any right or claim or right to assert or pursue thereafter any claim, demand, obligation, and/or cause of action relating to Audit Finding 2009-1. The questioned costs determined shall be reduced from \$1,063,797 to \$338,181.

Repayment of even the reduced \$338,181 questioned costs in a single fiscal year would constitute a severe financial hardship for Alain Leroy Locke 3 CPA. Accordingly, GDPS and the Department of Finance agreed that Alain Leroy Locke 3 CPA will repay the settlement in six installments from future principal apportionment funding by the State of California to the Charter School. At June 30, 2013, the balance was \$323,686.

<u>Repayment Year</u>	<u>Settlement Payments</u>
2014	\$ 98,233
2015	56,364
2016	56,364
2017	56,364
2018	56,361
Total	<u>\$ 323,686</u>

The State of California will not charge the Charter School any interest on the amounts specified.

Question Cost Audit Finding

On September 12, 2011, the California Department of Education requested additional clarification for Alain Leroy Locke 3 CPA's June 30, 2010, audit finding 2010-1. According to the audit finding revision, Alain Leroy Locke 3 CPA has questioned costs in the amount of \$893,556 for an attendance compliance deficiency for 124 students exactly as noted in the above EAAP Case No. 11-7. As of June 30, 2013, GDPS has not settled with EAAP but has appropriately accrued the potential liability in accordance with the settlement calculation used on Case No. 11-7. At June 30, 2013, the estimated accrued balance was \$231,162.

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NOTE 11 – FAIR VALUE FINANCIAL INSTRUMENTS

The carrying amounts and estimated fair values of GDPS financial instruments as of June 30, 2013 are as follows:

	Carrying Amount	Fair Value
Cash and cash equivalents	\$ 13,812,938	\$ 13,812,938
Restricted cash	17,140,701	17,140,701
Revolving loans	955,000	955,000
Construction loans	33,713,591	30,938,434
Notes payable	55,435,281	51,161,793
Bonds payable	8,044,976	8,044,976
Capital leases	1,039,082	1,030,999
Settlement agreements	554,848	554,848

The following methods and assumptions were used to estimate the fair value of each class of financial instruments:

Cash and Cash Equivalents – The carrying amount reported in the statement of financial position approximates fair value because of the short maturity of those instruments.

Restricted Cash – The carrying amount reported in the statement of financial position approximates fair value because of the low interest rate and short maturity of those instruments.

Revolving Loans – The carrying amount reported in the statement of financial position approximates fair value because of the low interest rate and short maturity of those instruments. In addition, the instruments don't have a current market demand to sale or transfer.

Construction Loans – The fair value of construction loan payable is estimated by discounting the future cash flows using the current rates at which similar loans would be made to borrowers with similar credit ratings and for the same remaining maturities.

Notes Payable – The fair value of notes payable is estimated by discounting the future cash flows using the current rates at which similar loans would be made to borrowers with similar credit ratings and for the same remaining maturities.

Bonds Payable – The fair values of bonds payable are based on quoted market prices for the same issues. The carrying amount reported in the Statement of Financial Position approximates fair value because the issues are currently trading above the original issuance price.

Capital Leases – The fair value of capital lease payable is estimated by discounting the future cash flows using the current rates at which similar loans would be made to borrowers with similar credit ratings and for the same remaining maturities.

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Settlement Agreements – The carrying amount reported in the statement of financial position approximates fair value because no interest is charged on future payments for these instruments.

Per ASC 825-10-50, Delta must disclose the fair market value of its financial instruments despite being a nonprofit corporation as Delta does not meet the definition of a nonpublic entity. Delta qualifies as a publicly traded company due to the Manchester Bond Payable which makes Delta a conduit bond obligor for conduit debt securities that are traded in a public market. Please note that the holder of the note is not Delta. In addition, GDPS is not exempt from the disclosure as the entity's total assets are more than \$100 million on the date of the financial statements.

NOTE 12 - OPERATING LEASES

Ánimo Inglewood CHS

GDPS entered into a lease agreement on behalf of Ánimo Inglewood CHS on July 18, 2011, with Manchester and 27th LLC, to lease the premises on 3348 W. 85th Street and 3425 W. Manchester Boulevard, Inglewood, California. The term of the lease commenced upon the date the lessor acquired the property and ends June 30, 2041. The base rent shall be paid in monthly installments equal to the principal and interest under the lessor's loan agreement dated February 1, 2011.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2014	\$ 678,348
2015	680,273
2016	676,347
2017	676,998
2018	676,797
2019-2023	3,391,693
2024-2028	3,394,808
2029-2033	3,389,790
2034-2038	3,399,562
2039-2041	2,038,538
Total	<u>\$ 19,003,154</u>

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Ánimo South Los Angeles CHS

GDPS entered into a lease agreement on behalf of Ánimo South Los Angeles CHS on July 18, 2008, with 111th Place LLC, to lease the premises on 11100 and 11130 South Western Avenue, Los Angeles, California. The term of the lease commenced on July 18, 2008, and ends July 31, 2039.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2014	\$ 399,347
2015	399,347
2016	399,347
2017	399,347
2018	399,347
2019-2023	1,996,735
2024-2028	1,996,735
2029-2033	1,996,735
2034-2039	1,996,735
Total	<u>\$ 9,983,675</u>

Ánimo Jefferson CMS and Ánimo Ralph Bunche CHS

GDPS entered into a lease agreement on behalf of Ánimo Ralph Bunche CHS and Ánimo Jefferson CMS on September 20, 2011, with 1655 27th Street Facilities LLC to lease the premises on 1655 E. 27th Street, Los Angeles, California. The term of the lease commenced on September 20, 2011, and ends in September 2021.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2014	\$ 1,280,700
2015	1,280,700
2016	1,280,700
2017	1,280,700
2018	1,280,700
2019-2022	2,692,617
Total	<u>\$ 9,096,117</u>

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Ánimo Pat Brown CHS

GDPS entered into a lease agreement on behalf of Ánimo Pat Brown CHS on March 25, 2009, with 8255 Beach LLC, to lease the premises on 8255 Beach Street, Los Angeles, California. The term of the lease commenced on March 25, 2009, and ends February 28, 2039.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2014	\$ 685,343
2015	685,343
2016	685,343
2017	685,343
2018	685,343
2019-2023	3,426,715
2024-2028	3,426,715
2029-2033	3,426,715
2034-2038	3,426,715
2039	553,069
Total	<u><u>\$ 17,686,644</u></u>

Ánimo Locke Tech CHS

GDPS entered into a lease agreement on behalf of Ánimo Locke Tech CHS on April 25, 2007, with Watts Labor Community Action Committee to lease the land on 810 and 820 East 111th Place, Los Angeles, California. The term of the lease commenced on June 14, 2007, and ends June 14, 2017. The base rent shall be paid in monthly installments.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2014	\$ 244,053
2015	251,379
2016	258,921
2017	289,516
Total	<u><u>\$ 1,043,869</u></u>

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Ánimo Watts CPA

GDPS entered into a lease agreement on behalf of Ánimo Watts CPA on December 15, 2009, with 12628 S. Avalon, LLC, to lease the premises on 12628 S. Avalon Boulevard, Los Angeles, California. The term of the lease commenced December 15, 2009, and ends on December 14, 2024.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2014	\$ 562,733
2015	562,733
2016	563,809
2017	563,809
2018	563,809
2019-2023	2,819,045
2024	281,904
Total	<u>\$ 5,917,842</u>

Green Dot Public Schools Headquarters

GDPS entered into a lease agreement on April 29, 2004, with Whitwood, LLC, and 14 West LP to lease the premises on 5156 Whittier Boulevard, Los Angeles, California. The term of the lease commenced on April 29, 2004, and ends June 30, 2014.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2014	<u>\$ 156,528</u>

GDPS entered into a lease agreement on September 20, 2012, with Playa Vista, LLC to lease the premises on 5456 McConnell Street, Los Angeles, California. The term of the lease commenced on April 1, 2013, and ends June 30, 2028.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2014	\$ 612,000
2015	627,300
2016	642,983
2017	659,057
2018	675,533
2019-2023	3,639,597
2024-2028	4,117,869
Total	<u>\$ 10,974,339</u>

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GDPS entered into an agreement in January 2010, with LBA Realty Fund – Holding Co. VI, LLC, and LBA Realty Fund II Holding Co. I, LLC, to lease the premises on 1149 South Hill Street, Suite 600, Los Angeles, California. The term of the lease commences on September 1, 2010, and ends December 31, 2021.

Future payments are as follows:

Fiscal Year	Payment
2014	\$ 551,290
2015	567,830
2016	584,865
2017	602,412
2018	620,484
2019-2022	2,316,058
Total	<u>\$ 5,242,939</u>

Agreements With Los Angeles Unified School District (LAUSD)

Ánimo CMS 3 and CMS 4

On June 22, 2010, GDPS entered into a lease agreement with LAUSD on behalf of Ánimo CMS 3 and Ánimo CMS 4 in accordance with the Public Choice Facilities Agreement. The location is Henry Clay Middle School. The term of the lease commenced on the first day of school operation and ends upon the expiration date of the schools' charter petitions.

Ánimo Westside CMS

On April 1, 2011, GDPS entered into a lease agreement with LAUSD on behalf of Ánimo Westside CMS for the use of one of LAUSD's school sites for its main campus location. The location is at Cowan Avenue Elementary School. The term of the lease expires on June 30 of each year and is renewed annually.

Ánimo Jackie Robinson CHS

On April 1, 2011, GDPS entered into a lease agreement on with LAUSD on behalf of Ánimo Jackie Robinson CHS for the use of one of LAUSD's school sites for its main campus location. The location is at William Clinton Middle School. The term of the lease expires on June 30 of each year and is renewed annually.

Ánimo Locke 1, Ánimo Locke 2, and Alain Leroy Locke 3 CPA

On September 11, 2007, GDPS entered into a lease agreement with LAUSD on behalf of Ánimo Locke 1, 2, and Alain Leroy Locke 3 CPAs for the use of one of LAUSD's school sites for its main campus location. The location is at Locke High School. The expiration date of the agreement is June 30, 2013, and the monthly payments will be withheld from the apportionment payments due to each school. The term of the lease commenced on the first day of school operation and ends upon the expiration date of the schools' charter petitions.

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Ánimo CPA

On May 24, 2011, GDPS entered into a lease agreement with LAUSD on behalf of Ánimo CPA for the use of one of LAUSD's school sites for its main campus location. The location is at Jordan Senior High School. The term of the lease expires on June 30 of each year and is renewed annually.

NOTE 13 - SECTION 509(a)(3) SUPPORTING CORPORATIONS

GDPS is the sole corporate member of Delta a California nonprofit public benefit corporation. Delta was formed to obtain financing to construct or purchase property to be used by GDPS for educational purposes. As the sole corporate member, GDPS secured the debts incurred by Delta with the per-pupil governmental funding of the applicable student populations attributable to physical site locations.

NOTE 14 - EMPLOYEE RETIREMENT SYSTEMS

Certificated and classified employees in covered positions are covered under multiple-employer retirement plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

CalSTRS

Plan Description

GDPS contributes to CalSTRS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 100 Waterfront Place, West Sacramento, California, 95605.

Funding Policy

Active plan members are required to contribute 8.0 percent of their salary and GDPS is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by CalSTRS Teachers' Retirement Board. The required employer contribution rate for 2013 fiscal year was 8.25 percent of annual payroll. The contribution requirements of the plan members are established by State statute. The GDPS's contributions to CalSTRS for the fiscal years ending June 30, 2013, 2012, and 2011, were \$3,433,943, \$3,032,412, and, \$2,496,506, respectively, and equal 100 percent of the required contributions for each year.

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CalPERS

Plan Description

GDPS contributes to the School Employer Pool under the CalPERS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and survivor benefits to plan members and beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Laws. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS' annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95811.

Funding Policy

Active plan members who joined the plan before January 1, 2013, are required to contribute 7.0 percent of their salary and active plan member who joined the plan on January 1, 2013, or later, are required to contribute 50.0 percent of the total normal cost of the plan pursuant to the California Public Employees' Pension Reform Act (PEPRA), which was determined to be 6.0 percent of their salary for the 2013 fiscal year. GDPS is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for 2013 fiscal year was 11.417 percent of covered payroll. The contribution requirements of the plan members are established by State statute. The GDPS's contributions to CalPERS for the fiscal years ending June 30, 2013, 2012, and 2011, were \$503,761, \$436,421, and, \$409,681, respectively, and equal 100 percent of the required contributions for each year.

NOTE 15 - CONTINGENCIES

GDPS has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

GDPS has various outstanding claims or litigation. However, based on consultation with legal counsel, management believes that the ultimate resolution of these matters will not have a material adverse effect on GDPS' financial position or result of operations.

NOTE 16 - SUBSEQUENT EVENTS

GDPS' management has evaluated events or transactions that may occur for potential recognition or disclosure in the consolidated financial statements from the balance sheet date through December 9, 2013, which is the date the consolidated financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year consolidated financial statements.

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National Expansion

GDPS received an acceptance decision regarding its application to operate charter schools in the Achievement School District in Memphis, Tennessee. Subsequent to June 30, 2013, GDPS received a grant in the amount of \$4.95 million to be used towards the planning stages and facilities setup for the charter school in Tennessee. In addition, GDPS is considering other areas for national expansion. GDPS has filed for nonprofit status in the States of Louisiana and Washington.

Fiscal 2014 Closures and Restructuring of the Locke Family of Schools

Commencing with the Fiscal 2014 school year, the current Locke Family of Schools will be restructured to operate under a unified charter to include a new ninth grade academy, and three small high school academies to serve grades ten through twelve. Note that the Locke Family of Schools includes *Ánimo Locke Tech CHS*, *Ánimo Locke 1 CPA*, *Ánimo Locke 2 CPA*, and *Alain Leroy Locke 3 CPA*.

On June 30, 2013, GDPS closed the County-District-School (CDS) codes associated with *Ánimo Locke Tech CHS*, *Ánimo Locke 2 CPA*, and *Alain Leroy Locke 3 CPA*, due to the efforts to transform Locke High School. All families were notified of the closures and know that their students will be enrolled under *Ánimo Locke 1 CPA* which has been renamed *Alain Leroy Locke College Preparatory Academy*, effective July 1, 2013. Each charter school's last day of operations was June 30, 2013, respectively, and the charter schools have each been in the process of final financial closure subsequent to that date. As part of the final audit in accordance with California Department of Education, the charter schools are required to determine the net assets or net liabilities remaining and disclose the following required information.

1. GDPS is reporting a net asset (deficit) for *Ánimo Locke Tech CHS*, *Ánimo Locke 2 CPA*, and *Alain Leroy Locke 3 CPA* of \$(726,792), \$1,358,265, and \$2,087,291, respectively, at June 30, 2013.
2. GDPS has no outstanding restricted funds due back to government agencies on behalf of *Ánimo Locke Tech CHS*, *Ánimo Locke 2 CPA*, and *Alain Leroy Locke 3 CPA*.
3. In accordance with a board resolution dated November 1, 2011, GDPS will accept all assets and liabilities of *Ánimo Locke Tech CHS*, *Ánimo Locke 2 CPA*, and *Alain Leroy Locke 3 CPA*.
4. Students from *Ánimo Locke Tech CHS*, *Ánimo Locke 2 CPA*, and *Alain Leroy Locke 3 CPA*, began attending *Alain Leroy Locke College Preparatory Academy* in fiscal 2014 under a unified charter with four distinct academies.
5. Subsequent allocations of fixed assets were made to *Alain Leroy Locke College Preparatory Academy* as needed.

SUPPLEMENTARY INFORMATION

GREEN DOT PUBLIC SCHOOLS
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CONSOLIDATED SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2013

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass-Through Entity Identifying Number	Total Federal Expenditures
U.S. DEPARTMENT OF EDUCATION			
Passed through California Department of Education (CDE):			
Improving America's School Act/No Child Left Behind			
Title I, Part A, Cluster:			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 4,322,444
Title I, State Improvement Grant, Improving Special Education Systems	84.377	14920	1,309,289
Title I, Part G, Advance Placement (AP) Test Fee Reimbursement Program	84.330	14831	8,867
Title II, Part A, Improving Teacher Quality	84.367	14341	108,431
Title II, Part D, Enhancing Education Through Technology (EETT) Formula Grants	84.318	15019	409
Title III, Limited English Proficiency (LEP) Student Program	84.365	14346	202,658
Title IV, Part B, 21st Century Community Learning Centers (CCLC) - High School ASSETS	84.287	14535	1,736,080
Title V, Part B, Public Charter Schools Grants Program (PCSGP)	84.282A	14941	250,000
Title V, Part D, Character Education	84.215	10128	396,874
Individuals with Disabilities Education Act			
Special Education Cluster:			
Basic Local Assistance	84.027	13379	1,691,257
Teacher Incentive Fund	84.374A	[1]	154,679
Charter School Facility Grant	84.282D	24945	223,190
Department of Rehabilitation: Workability II, Transitions Partnership Program	84158	10006	200,532
Total U.S. Department of Education			<u>10,604,710</u>
U.S. DEPARTMENT OF DEFENSE			
Reserve Officer Training Corps Vitalization Act	12.400	[1]	<u>69,481</u>
U.S. DEPARTMENT OF AGRICULTURE			
Passed through CDE:			
Child Nutrition Cluster:			
Basic School Breakfast Program	10.553	13526	322,609
National School Lunch	10.555	13524	2,433,098
Meals Supplements	10.555	13755	80,530
Total U.S. Department of Agriculture			<u>2,836,237</u>
Total Expenditures of Federal Awards			<u>\$ 13,510,428</u>

[1] Pass-Through Identifying Number not available.

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
FOR THE YEAR ENDED JUNE 30, 2013

ORGANIZATION

GDPS operates twelve high schools and four middle schools in the Los Angeles Unified School District, one high school in the Inglewood Unified School District and one high school in the Lennox Unified School District. Green Dot Education Project changed its name to GDPS on February 7, 2006.

BOARD OF DIRECTORS

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Marlene Canter	Chairwoman of the Board	December 31, 2013
Kevin Reed	Vice Chairman of the Board	December 31, 2013
Brad Rosenberg	Secretary of the Board	December 31, 2013
Jon Goodman	Member	December 31, 2014
Noah Mamet	Member	December 31, 2013
Paul Miller	Member	December 31, 2013
Ref Rodriguez	Member	December 31, 2013
Peter Scranton	Member	December 31, 2014
Bradley Tabach-Bank	Member	December 31, 2014
Gilbert Vasquez	Member	December 31, 2013
Timothy Wahl	Member	December 31, 2013
Larry Wasserman	Member	December 31, 2014
Denita Willoughby	Member	December 31, 2013
Jess Womack	Member	December 31, 2014
Arielle Zurzolo	Member	December 31, 2013

ADMINISTRATION

Marco Petruzzi	Chief Executive Officer
Sabrina Ayala	Chief Financial Officer
Cristina De Jesus	President, Chief Academic Officer
Chris Humphreys	Vice President of Finance and Business Affairs
Karen Orr	Controller
Megan Quaile	Vice President of National Expansion as of July 1, 2013
Bill Campbell	Vice President of Information Technology
Kevin Keelen	Vice President of Employee Solutions
Kelly Hurley	Vice President of Human Capital
Annette Gonzalez	Vice President of Education as of July 1, 2013

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2013

Charter School	Total - Charter School	Final Report	
		Second Period Report	Annual Report
Ánimo Leadership CHS	Grades nine through twelve	593.44	592.29
Ánimo Inglewood CHS	Grades nine through twelve	599.78	595.23
Ánimo Oscar De La Hoya CHS	Grades nine through twelve	581.70	579.64
Ánimo South Los Angeles CHS	Grades nine through twelve	611.37	602.22
Ánimo CMS 3	Grades six through eight	559.66	559.72
Ánimo CMS 4	Grades six through eight	557.29	556.89
Ánimo Venice CHS	Grades nine through twelve	552.14	551.03
Ánimo Westside CMS	Grades six through seven	235.21	235.05
Ánimo Jackie Robinson CHS	Grades nine through twelve	559.39	559.38
Ánimo Jefferson CMS	Grades six through eight	522.29	521.10
Ánimo Ralph Bunche CHS	Grades nine through twelve	660.84	655.49
Ánimo Pat Brown CHS	Grades nine through twelve	560.29	554.66
Ánimo Locke Tech CHS	Grades nine through twelve	427.95	421.03
Ánimo Watts CPA	Grades nine through twelve	468.79	469.53
Ánimo Locke 1 CPA	Grades nine through twelve	734.94	735.96
Ánimo Locke 2 CPA	Grades nine through twelve	626.54	611.33
Alain Leroy Locke 3 CPA	Grades nine through twelve	404.76	403.86
Ánimo CPA	Grades nine through twelve	426.04	419.34
	Total - Charter School	<u>9,682.42</u>	<u>9,623.75</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE (Continued)
FOR THE YEAR ENDED JUNE 30, 2013

Charter School	Classroom Based	Final Report	
		Second Period Report	Annual Report
Ánimo Leadership CHS	Grades nine through twelve	593.44	592.29
Ánimo Inglewood CHS	Grades nine through twelve	599.78	595.23
Ánimo Oscar De La Hoya CHS	Grades nine through twelve	581.70	579.64
Ánimo South Los Angeles CHS	Grades nine through twelve	611.37	602.22
Ánimo CMS 3	Grades six through eight	559.66	559.72
Ánimo CMS 4	Grades six through eight	557.29	556.89
Ánimo Venice CHS	Grades nine through twelve	552.14	551.03
Ánimo Westside CMS	Grades six through seven	235.21	235.05
Ánimo Jackie Robinson CHS	Grades nine through twelve	559.39	559.38
Ánimo Jefferson CMS	Grades six through eight	522.29	521.10
Ánimo Ralph Bunche CHS	Grades nine through twelve	660.84	655.49
Ánimo Pat Brown CHS	Grades nine through twelve	560.29	554.66
Ánimo Locke Tech CHS	Grades nine through twelve	427.95	421.03
Ánimo Watts CPA	Grades nine through twelve	468.79	469.53
Ánimo Locke 1 CPA	Grades nine through twelve	734.94	735.96
Ánimo Locke 2 CPA	Grades nine through twelve	626.54	611.33
Alain Leroy Locke 3 CPA	Grades nine through twelve	404.76	403.86
Ánimo CPA	Grades nine through twelve	426.04	419.34
	Total - Classroom Based	<u>9,682.42</u>	<u>9,623.75</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2013

Green Dot Public Schools	Grade Level	1986-87 ¹ Minutes Requirement	Reduced 1986-87 Minutes Requirement	2012-13 Actual Minutes	Number of Days		Status
					Traditional Calendar	Multitrack Calendar	
Ánimo Leadership CHS	Grades 9-12	64,800	62,949				
	Grade 9			65,975	183	N/A	Complied
	Grade 10			65,975	183	N/A	Complied
	Grade 11			65,975	183	N/A	Complied
	Grade 12			65,975	183	N/A	Complied
Ánimo Inglewood CHS	Grades 9-12	64,800	62,949				
	Grade 9			64,905	183	N/A	Complied
	Grade 10			64,905	183	N/A	Complied
	Grade 11			64,905	183	N/A	Complied
	Grade 12			64,905	183	N/A	Complied
Ánimo Oscar De La Hoya CHS	Grades 9-12	64,800	62,949				
	Grade 9			65,000	183	N/A	Complied
	Grade 10			65,000	183	N/A	Complied
	Grade 11			65,000	183	N/A	Complied
	Grade 12			65,000	183	N/A	Complied
Ánimo South Los Angeles CHS	Grades 9-12	64,800	62,949				
	Grade 9			65,765	183	N/A	Complied
	Grade 10			65,765	183	N/A	Complied
	Grade 11			65,765	183	N/A	Complied
	Grade 12			65,765	183	N/A	Complied
Ánimo CMS 3	Grades 6-8	54,000	52,457				
	Grade 6			68,156	183	N/A	Complied
	Grade 7			68,156	183	N/A	Complied
	Grade 8			68,156	183	N/A	Complied
Ánimo CMS 4	Grades 6-8	54,000	52,457				
	Grade 6			68,156	183	N/A	Complied
	Grade 7			68,156	183	N/A	Complied
	Grade 8			68,156	183	N/A	Complied

¹ GDPS opened in 1999 and 1982-83 data is not required.

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME (Continued)
FOR THE YEAR ENDED JUNE 30, 2013

Green Dot Public Schools	Grade Level	1986-87 ¹ Minutes Requirement	Reduced	2012-13 Actual Minutes	Number of Days		Status
			1986-87 Minutes Requirement		Traditional Calendar	Multitrack Calendar	
Ánimo Venice CHS	Grades 9-12	64,800	62,949				
	Grade 9			65,415	183	N/A	Complied
	Grade 10			65,415	183	N/A	Complied
	Grade 11			65,415	183	N/A	Complied
	Grade 12			65,415	183	N/A	Complied
Ánimo Westside CMS	Grades 6-7	54,000	52,457				
	Grade 6			68,390	183	N/A	Complied
	Grade 7			68,390	183	N/A	Complied
Ánimo Jackie Robinson CHS	Grades 9-12	64,800	62,949				
	Grade 9			65,390	183	N/A	Complied
	Grade 10			65,390	183	N/A	Complied
	Grade 11			65,390	183	N/A	Complied
	Grade 12			65,390	183	N/A	Complied
Ánimo Jefferson CMS	Grades 6-8	54,000	52,457				
	Grade 6			68,520	183	N/A	Complied
	Grade 7			68,520	183	N/A	Complied
	Grade 8			68,520	183	N/A	Complied
Ánimo Ralph Bunche CHS	Grades 9-12	64,800	62,949				
	Grade 9			64,805	183	N/A	Complied
	Grade 10			64,805	183	N/A	Complied
	Grade 11			64,805	183	N/A	Complied
	Grade 12			64,805	183	N/A	Complied
Ánimo Pat Brown CHS	Grades 9-12	64,800	62,949				
	Grade 9			65,430	183	N/A	Complied
	Grade 10			65,430	183	N/A	Complied
	Grade 11			65,430	183	N/A	Complied
	Grade 12			65,430	183	N/A	Complied
Ánimo Locke Tech CHS	Grades 9-12	64,800	62,949				
	Grade 9			64,832	183	N/A	Complied
	Grade 10			64,832	183	N/A	Complied
	Grade 11			64,832	183	N/A	Complied
	Grade 12			64,832	183	N/A	Complied

¹ GDPS opened in 1999 and 1982-83 data is not required.

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME (Continued)
FOR THE YEAR ENDED JUNE 30, 2013

Green Dot Public Schools	Grade Level	1986-87 ¹ Minutes Requirement	Reduced	2012-13 Actual Minutes	Number of Days		Status
			1986-87 Minutes Requirement		Traditional Calendar	Multitrack Calendar	
Ánimo Watts CPA	Grades 9-12	64,800	62,949				
	Grade 9			66,417	183	N/A	Complied
	Grade 10			66,417	183	N/A	Complied
	Grade 11			66,417	183	N/A	Complied
	Grade 12			66,417	183	N/A	Complied
Ánimo Locke 1 CPA	Grades 9-12	64,800	62,949				
	Grade 9			65,677	183	N/A	Complied
	Grade 10			65,677	183	N/A	Complied
	Grade 11			65,677	183	N/A	Complied
	Grade 12			65,677	183	N/A	Complied
Ánimo Locke 2 CPA	Grades 9-12	64,800	62,949				
	Grade 9			65,405	183	N/A	Complied
	Grade 10			65,405	183	N/A	Complied
	Grade 11			65,405	183	N/A	Complied
	Grade 12			65,405	183	N/A	Complied
Alain Leroy Locke 3 CPA	Grades 9-12	64,800	62,949				
	Grade 9			65,424	183	N/A	Complied
	Grade 10			65,424	183	N/A	Complied
	Grade 11			65,424	183	N/A	Complied
	Grade 12			65,424	183	N/A	Complied
Ánimo CPA	Grades 9-12	64,800	62,949				
	Grade 9			74,615	183	N/A	Complied
	Grade 10			74,615	183	N/A	Complied
	Grade 11			74,615	183	N/A	Complied
	Grade 12			74,615	183	N/A	Complied

¹ GDPS opened in 1999 and 1982-83 data is not required.

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO LEADERSHIP CHARTER HIGH SCHOOL
STATEMENT OF FINANCIAL POSITION

(With summarized financial information at June 30, 2012 and 2011, respectively)

JUNE 30, 2013

	2013	2012	2011
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ -	\$ 750	\$ 750
Restricted assets			
Cash held for restricted purposes	5,026,791	8,387,288	9,451,220
Accounts receivable	2,394,786	3,077,413	2,407,881
Intercompany receivable	4,121,147	1,785,551	873,846
Prepaid expenses and other current assets	5,875	1,100	28,779
Total Current Assets	<u>11,548,599</u>	<u>13,252,102</u>	<u>12,762,476</u>
Non-Current Assets:			
Security deposits	21,864	21,864	68,544
Fixed assets	12,119,238	10,987,497	4,959,571
Less: accumulated depreciation	436,947	67,500	6,494
Total Non-Current Assets	<u>11,704,155</u>	<u>10,941,861</u>	<u>5,021,621</u>
Total Assets	<u>\$ 23,252,754</u>	<u>\$ 24,193,963</u>	<u>\$ 17,784,097</u>
LIABILITIES			
Current Liabilities:			
Accounts payable	\$ 269,021	\$ 945,818	\$ 118,698
Deferred revenue	6,595,348	8,406,398	9,492,584
Current portion of long-term obligation	390,398	-	-
Total Current Liabilities	<u>7,254,767</u>	<u>9,352,216</u>	<u>9,611,282</u>
Long-Term Obligations:			
Non-current portion of long-term obligations	11,681,380	10,981,003	4,953,077
Total Liabilities	<u>18,936,147</u>	<u>20,333,219</u>	<u>14,564,359</u>
NET ASSETS			
Unrestricted	4,316,607	3,860,744	3,219,738
Total Net Assets	<u>4,316,607</u>	<u>3,860,744</u>	<u>3,219,738</u>
Total Liabilities and Net Assets	<u>\$ 23,252,754</u>	<u>\$ 24,193,963</u>	<u>\$ 17,784,097</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO LEADERSHIP CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
 (With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CHANGES IN UNRESTRICTED NET ASSETS			
Unrestricted revenues:			
State apportionments	\$ 3,536,077	\$ 3,571,506	\$ 3,289,155
Federal revenue	476,342	652,688	901,828
Other State revenue	774,544	960,122	959,070
Proposition 47 revenues	1,090,775	6,027,926	2,387,533
Contributions and grants	7,661	1,243	21,789
Interest	10,397	22,374	9,240
Local revenue	339,783	271,248	395,971
Total Revenues	<u>6,235,579</u>	<u>11,507,107</u>	<u>7,964,586</u>
EXPENSES			
Program services:			
Salaries and benefits	2,891,801	2,701,835	2,658,114
Student services	263,921	308,394	264,709
Materials and supplies	90,121	65,708	67,536
Student nutrition	197,654	208,948	164,850
Special Education fee	-	729	320
Other expenses	4,256	3,143	-
Depreciation	332,502	54,905	1,786
Occupancy	194,952	803,881	887,850
Non-capital outlay	66,533	63,516	56,745
Proposition expense	1,090,775	6,027,927	2,387,532
Subtotal	<u>5,132,515</u>	<u>10,238,986</u>	<u>6,489,442</u>
Management and general:			
District supervisory fee	41,442	25,360	40,746
Depreciation	36,945	6,101	198
Insurance	4,172	2,957	1,390
Occupancy	21,661	89,320	98,650
Operating expenses	72,916	42,147	14,975
Debt service	-	985	1,891
Subtotal	<u>177,136</u>	<u>166,870</u>	<u>157,850</u>
Total Expenses	<u>5,309,651</u>	<u>10,405,856</u>	<u>6,647,292</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO LEADERSHIP CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS (Continued)
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	<u>2013</u>	<u>2012</u>	<u>2011</u>
OTHER SOURCES AND TRANSFERS			
Operating transfer in	\$ 620	\$ 4,385	\$ -
Operating transfer out	(470,685)	(464,630)	(481,252)
Total Other Sources and Transfers	<u>(470,065)</u>	<u>(460,245)</u>	<u>(481,252)</u>
INCREASE IN UNRESTRICTED NET ASSETS	<u>455,863</u>	<u>641,006</u>	<u>836,042</u>
NET ASSETS, BEGINNING OF YEAR	<u>3,860,744</u>	<u>3,219,738</u>	<u>2,383,696</u>
NET ASSETS, END OF YEAR	<u>\$ 4,316,607</u>	<u>\$ 3,860,744</u>	<u>\$ 3,219,738</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO LEADERSHIP CHARTER HIGH SCHOOL
STATEMENT OF CASH FLOWS

(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase in Unrestricted Net Assets	\$ 455,863	\$ 641,006	\$ 836,042
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:			
Depreciation expense	369,447	61,006	1,984
Changes in operating assets and liabilities:			
(Increase) Decrease in assets			
Accounts receivable	682,627	(669,532)	4,344,124
Intercompany receivable	(2,335,596)	(911,705)	(873,846)
Prepaid expenses and other current assets	(4,775)	27,679	(2,673)
Increase (Decrease) in liabilities			
Accounts payable	(676,797)	827,120	(12,055)
Intercompany payable	-	-	(3,905,231)
Deferred revenue	(1,811,050)	(1,086,186)	9,012,875
Net Cash Provided (Used) by Operating Activities	<u>(3,320,281)</u>	<u>(1,110,612)</u>	<u>9,401,220</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Cash received for security deposits, net	-	46,680	-
Restricted cash (received) used for construction	3,360,497	1,063,932	(9,451,220)
Capital expenditures	<u>(1,131,741)</u>	<u>(6,027,926)</u>	<u>(2,387,533)</u>
Net Cash Provided (Used) by Investing Activities	<u>2,228,756</u>	<u>(4,917,314)</u>	<u>(11,838,753)</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Loan proceeds	<u>1,090,775</u>	<u>6,027,926</u>	<u>2,387,533</u>
NET DECREASE IN CASH	<u>(750)</u>	<u>-</u>	<u>(50,000)</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>750</u>	<u>750</u>	<u>50,750</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ 750</u>	<u>\$ 750</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO INGLEWOOD CHARTER HIGH SCHOOL
STATEMENT OF FINANCIAL POSITION

(With summarized financial information at June 30, 2012 and 2011, respectively)

JUNE 30, 2013

	2013	2012	2011
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ -	\$ 500	\$ 500
Accounts receivable	2,831,140	1,607,101	1,343,530
Prepaid expenses and other current assets	41,486	640	9,016
Total Current Assets	<u>2,872,626</u>	<u>1,608,241</u>	<u>1,353,046</u>
Non-Current Assets:			
Security deposits	16,750	16,750	16,750
Fixed assets	249,819	249,819	6,494
Less: accumulated depreciation	<u>68,515</u>	<u>54,568</u>	<u>6,133</u>
Total Non-Current Assets	<u>198,054</u>	<u>212,001</u>	<u>17,111</u>
Total Assets	<u>\$ 3,070,680</u>	<u>\$ 1,820,242</u>	<u>\$ 1,370,157</u>
LIABILITIES			
Current Liabilities:			
Accounts payable	\$ 321,625	\$ 188,342	\$ 202,342
Intercompany payable	911,154	414,177	500,814
Deferred revenue	<u>21,018</u>	<u>-</u>	<u>-</u>
Total Current Liabilities	<u>1,253,797</u>	<u>602,519</u>	<u>703,156</u>
NET ASSETS			
Unrestricted	<u>1,816,883</u>	<u>1,217,723</u>	<u>667,001</u>
Total Net Assets	<u>1,816,883</u>	<u>1,217,723</u>	<u>667,001</u>
Total Liabilities and Net Assets	<u>\$ 3,070,680</u>	<u>\$ 1,820,242</u>	<u>\$ 1,370,157</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO INGLEWOOD CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CHANGES IN UNRESTRICTED NET ASSETS			
Unrestricted revenues:			
State apportionments	\$ 3,054,549	\$ 2,992,787	\$ 2,808,928
Federal revenue	487,895	557,473	617,754
Other State revenue	1,209,713	953,403	620,253
Contributions and grants	2,611	1,581	6,069
Donated services and property	-	41,667	-
Local revenue	960,780	1,084,948	688,684
Total Revenues	<u>5,715,548</u>	<u>5,631,859</u>	<u>4,741,688</u>
EXPENSES			
Program services:			
Salaries and benefits	2,678,923	2,465,929	2,348,172
Student services	216,007	277,412	257,868
Materials and supplies	98,850	87,589	53,573
Student nutrition	174,421	182,036	130,593
Special Education fee	-	698	320
Other expenses	4,693	6,620	-
Depreciation	12,552	43,591	1,948
Occupancy	1,179,004	1,316,355	856,291
Non-capital outlay	81,558	69,009	50,286
Subtotal	<u>4,446,008</u>	<u>4,449,239</u>	<u>3,699,051</u>
Management and general:			
District supervisory fee	41,533	39,271	43,282
Depreciation	1,395	4,844	216
Insurance	3,044	2,963	2,806
Occupancy	131,001	146,262	95,144
Operating expenses	40,649	27,064	18,584
Debt service	-	1,089	837
Subtotal	<u>217,622</u>	<u>221,493</u>	<u>160,869</u>
Total Expenses	<u>4,663,630</u>	<u>4,670,732</u>	<u>3,859,920</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO INGLEWOOD CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS (Continued)
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
OTHER SOURCES AND TRANSFERS			
Operating transfer in	\$ 12,069	\$ 46,294	\$ 210,887
Operating transfer out	(464,827)	(456,699)	(666,160)
Total Other Sources and Transfers	<u>(452,758)</u>	<u>(410,405)</u>	<u>(455,273)</u>
INCREASE IN UNRESTRICTED NET ASSETS	<u>599,160</u>	<u>550,722</u>	<u>426,495</u>
NET ASSETS, BEGINNING OF YEAR	<u>1,217,723</u>	<u>667,001</u>	<u>240,506</u>
NET ASSETS, END OF YEAR	<u><u>\$ 1,816,883</u></u>	<u><u>\$ 1,217,723</u></u>	<u><u>\$ 667,001</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO INGLEWOOD CHARTER HIGH SCHOOL
STATEMENT OF CASH FLOWS

(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase in unrestricted net assets	\$ 599,160	\$ 550,722	\$ 426,495
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:			
Depreciation expense	13,947	48,435	2,164
Changes in operating assets and liabilities:			
(Increase) Decrease in assets			
Accounts receivable	(1,224,039)	(263,571)	(393,955)
Prepaid expenses and other current assets	(40,846)	4,988	3,300
Increase (Decrease) in liabilities			
Accounts payable	133,283	(10,612)	71,648
Intercompany payable	496,977	(86,637)	(183,062)
Deferred revenue	21,018	-	-
Net Cash Provided (Used) by Operating Activities	<u>(500)</u>	<u>243,325</u>	<u>(73,410)</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Capital expenditures	-	(243,325)	-
Change to capital assets, net	<u>-</u>	<u>-</u>	<u>23,410</u>
Net Cash Provided (Used) by Investing Activities	<u>-</u>	<u>(243,325)</u>	<u>23,410</u>
NET DECREASE IN CASH	<u>(500)</u>	<u>-</u>	<u>(50,000)</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>500</u>	<u>500</u>	<u>50,500</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ 500</u>	<u>\$ 500</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO OSCAR DE LA HOYA CHARTER HIGH SCHOOL
STATEMENT OF FINANCIAL POSITION
 (With summarized financial information at June 30, 2012 and 2011, respectively)

JUNE 30, 2013

	2013	2012	2011
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ -	\$ 800	\$ 800
Restricted assets			
Cash held for restricted purposes	2,402,353	2,449,057	2,491,432
Accounts receivable	1,812,956	1,006,612	1,240,664
Intercompany receivable	1,324,796	2,100,724	1,827,407
Prepaid expenses and other current assets	2,663	23,633	8,028
Total Current Assets	<u>5,542,768</u>	<u>5,580,826</u>	<u>5,568,331</u>
Non-Current Assets:			
Security deposits	11,677	11,677	11,677
Fixed assets	13,920,395	13,896,048	13,868,253
Less: accumulated depreciation	1,732,982	1,268,462	806,960
Total Non-Current Assets	<u>12,199,090</u>	<u>12,639,263</u>	<u>13,072,970</u>
Total Assets	<u>\$ 17,741,858</u>	<u>\$ 18,220,089</u>	<u>\$ 18,641,301</u>
LIABILITIES			
Current Liabilities:			
Accounts payable	\$ 224,894	\$ 117,174	\$ 131,318
Deferred revenue	2,299,785	2,342,143	2,392,001
Current portion of long-term obligations	387,890	377,803	367,978
Total Current Liabilities	<u>2,912,569</u>	<u>2,837,120</u>	<u>2,891,297</u>
Long-Term Obligations:			
Non-current portion of long-term obligations	<u>12,758,929</u>	<u>13,122,473</u>	<u>13,500,276</u>
Total Liabilities	<u>15,671,498</u>	<u>15,959,593</u>	<u>16,391,573</u>
NET ASSETS			
Unrestricted	<u>2,070,360</u>	<u>2,260,496</u>	<u>2,249,728</u>
Total Net Assets	<u>2,070,360</u>	<u>2,260,496</u>	<u>2,249,728</u>
Total Liabilities and Net Assets	<u>\$ 17,741,858</u>	<u>\$ 18,220,089</u>	<u>\$ 18,641,301</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO OSCAR DE LA HOYA CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
 (With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CHANGES IN UNRESTRICTED NET ASSETS			
Unrestricted revenues:			
State apportionments	\$ 2,806,677	\$ 2,739,117	\$ 2,712,272
Federal revenue	572,699	580,132	536,598
Other State revenue	976,267	904,987	971,387
Proposition 55 revenues	24,346	-	31,166
Contributions and grants	17,569	500	12,663
Interest	1,989	2,936	3,778
Local revenue	861,713	826,811	864,358
Total Revenues	<u>5,261,260</u>	<u>5,054,483</u>	<u>5,132,222</u>
EXPENSES			
Program services:			
Salaries and benefits	2,881,412	2,622,133	2,489,710
Student services	336,877	332,817	278,295
Materials and supplies	106,652	67,901	76,704
Student nutrition	233,111	217,817	208,614
Special Education fee	117,634	114,330	127,187
Other expenses	-	1,050	2,240
Depreciation	418,068	415,363	414,930
Occupancy	226,041	187,221	173,512
Non-capital outlay	66,764	55,533	68,902
Proposition expense	24,347	-	31,165
Subtotal	<u>4,410,906</u>	<u>4,014,165</u>	<u>3,871,259</u>
Management and general:			
District supervisory fee	41,016	37,945	39,012
Depreciation	46,452	46,139	46,103
Insurance	5,237	2,289	6,143
Occupancy	25,116	20,802	19,279
Operating expenses	36,454	31,131	19,684
Debt service	391,755	404,247	5,470
Subtotal	<u>546,030</u>	<u>542,553</u>	<u>135,691</u>
Total Expenses	<u>4,956,936</u>	<u>4,556,718</u>	<u>4,006,950</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO OSCAR DE LA HOYA CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS (Continued)
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
OPERATING TRANSFERS			
Operating transfer in	\$ 495	\$ 344	\$ -
Operating transfer out	(494,955)	(487,341)	(343,609)
Total Operating Transfers	(494,460)	(486,997)	(343,609)
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	(190,136)	10,768	781,663
NET ASSETS, BEGINNING OF YEAR	2,260,496	2,249,728	1,468,065
NET ASSETS, END OF YEAR	\$ 2,070,360	\$ 2,260,496	\$ 2,249,728

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO OSCAR DE LA HOYA CHARTER HIGH SCHOOL
STATEMENT OF CASH FLOWS
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase (Decrease) in unrestricted net assets	\$ (190,136)	\$ 10,768	\$ 781,663
Adjustments to reconcile change in net assets to net cash provided by operating activities:			
Depreciation expense	464,520	461,502	461,033
Changes in operating assets and liabilities:			
(Increase) Decrease in assets			
Accounts receivable	(806,344)	234,052	7,724,722
Intercompany receivable	775,928	(273,317)	(1,827,407)
Prepaid expenses and other current assets	20,970	(15,605)	(8,028)
Increase (Decrease) in liabilities			
Accounts payable	107,720	(14,144)	(1,434,470)
Intercompany payable	-	-	(6,234,945)
Deferred revenue	(42,358)	(49,858)	1,983,712
Net Cash Provided by Operating Activities	<u>330,300</u>	<u>353,398</u>	<u>1,446,280</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Cash received for security deposits, net	-	-	53,476
Restricted cash (received) used for construction	46,704	42,375	(1,549,757)
Capital expenditures	(24,347)	(27,795)	(31,165)
Net Cash Provided (Used) by Investing Activities	<u>22,357</u>	<u>14,580</u>	<u>(1,527,446)</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Loan proceeds	24,346	-	31,166
Loan principal payments	(377,803)	(367,978)	-
Net Cash Provided (Used) by Financing Activities	<u>(353,457)</u>	<u>(367,978)</u>	<u>31,166</u>
NET DECREASE IN CASH	(800)	-	(50,000)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>800</u>	<u>800</u>	<u>50,800</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ 800</u>	<u>\$ 800</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO SOUTH LOS ANGELES CHARTER HIGH SCHOOL
STATEMENT OF FINANCIAL POSITION
(With summarized financial information at June 30, 2012 and 2011, respectively)

JUNE 30, 2013

	2013	2012	2011
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ -	\$ 1,000	\$ 1,000
Accounts receivable	1,853,220	1,435,211	1,251,389
Intercompany receivable	2,673,438	2,290,402	1,509,695
Prepaid expenses and other current assets	-	1,040	50,773
Total Current Assets	<u>4,526,658</u>	<u>3,727,653</u>	<u>2,812,857</u>
Non-Current Assets:			
Security deposits	11,129	11,129	11,129
Fixed assets	265,221	159,412	5,999
Less: accumulated depreciation	45,580	14,823	5,999
Total Non-Current Assets	<u>230,770</u>	<u>155,718</u>	<u>11,129</u>
Total Assets	<u>\$ 4,757,428</u>	<u>\$ 3,883,371</u>	<u>\$ 2,823,986</u>
LIABILITIES			
Current Liabilities:			
Accounts payable	\$ 195,407	\$ 87,117	\$ 129,816
Deferred revenue	8	-	-
Total Current Liabilities	<u>195,415</u>	<u>87,117</u>	<u>129,816</u>
NET ASSETS			
Unrestricted	<u>4,562,013</u>	<u>3,796,254</u>	<u>2,694,170</u>
Total Net Assets	<u>4,562,013</u>	<u>3,796,254</u>	<u>2,694,170</u>
Total Liabilities and Net Assets	<u>\$ 4,757,428</u>	<u>\$ 3,883,371</u>	<u>\$ 2,823,986</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO SOUTH LOS ANGELES CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
 (With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CHANGES IN UNRESTRICTED NET ASSETS			
Unrestricted revenues:			
State apportionments	\$ 2,941,319	\$ 2,938,182	\$ 2,681,789
Federal revenue	693,356	777,486	874,055
Other State revenue	1,169,799	942,312	977,076
Contributions and grants	1,642	-	3,729
Donated services and property	-	41,667	-
Local revenue	929,304	891,935	717,703
Total Revenues	<u>5,735,420</u>	<u>5,591,582</u>	<u>5,254,352</u>
EXPENSES			
Program services:			
Salaries and benefits	2,843,583	2,604,120	2,541,242
Student services	249,509	222,029	188,040
Materials and supplies	104,181	35,537	37,874
Student nutrition	236,620	201,548	166,492
Special Education fee	136,257	135,627	139,008
Other expenses	994	2,205	3,081
Depreciation	27,681	7,942	1,800
Occupancy	602,712	595,922	598,004
Non-capital outlay	122,976	67,540	49,598
Subtotal	<u>4,324,513</u>	<u>3,872,470</u>	<u>3,725,139</u>
Management and general:			
District supervisory fee	42,089	40,106	37,793
Depreciation	3,076	882	200
Insurance	2,214	2,151	1,609
Occupancy	66,968	66,214	66,445
Operating expenses	34,877	20,974	16,381
Debt service	-	1,098	1,759
Subtotal	<u>149,224</u>	<u>131,425</u>	<u>124,187</u>
Total Expenses	<u>4,473,737</u>	<u>4,003,895</u>	<u>3,849,326</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO SOUTH LOS ANGELES CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS (Continued)
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	<u>2013</u>	<u>2012</u>	<u>2011</u>
OPERATING TRANSFERS			
Operating transfer in	\$ 660	\$ 706	\$ -
Operating transfer out	(496,584)	(486,309)	(337,138)
Total Operating Transfers	<u>(495,924)</u>	<u>(485,603)</u>	<u>(337,138)</u>
INCREASE IN UNRESTRICTED NET ASSETS	<u>765,759</u>	<u>1,102,084</u>	<u>1,067,888</u>
NET ASSETS, BEGINNING OF YEAR	<u>3,796,254</u>	<u>2,694,170</u>	<u>1,626,282</u>
NET ASSETS, END OF YEAR	<u>\$ 4,562,013</u>	<u>\$ 3,796,254</u>	<u>\$ 2,694,170</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO SOUTH LOS ANGELES CHARTER HIGH SCHOOL
STATEMENT OF CASH FLOWS

(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase in unrestricted net assets	\$ 765,759	\$ 1,102,084	\$ 1,067,888
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:			
Depreciation expense	30,757	8,824	2,000
Changes in operating assets and liabilities:			
(Increase) Decrease in assets			
Accounts receivable	(418,009)	(183,822)	(68,389)
Intercompany receivable	(383,036)	(780,707)	(1,055,946)
Prepaid expenses and other current assets	1,040	49,733	(1,530)
Increase (Decrease) in liabilities			
Accounts payable	108,290	(42,699)	5,877
Deferred revenue	8	-	-
Net Cash Provided (Used) by Operating Activities	<u>104,809</u>	<u>153,413</u>	<u>(50,100)</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Restricted cash (received) used for construction	-	-	100
Capital expenditures	(105,809)	(153,413)	-
Net Cash Provided (Used) by Investing Activities	<u>(105,809)</u>	<u>(153,413)</u>	<u>100</u>
NET DECREASE IN CASH	<u>(1,000)</u>	<u>-</u>	<u>(50,000)</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>1,000</u>	<u>1,000</u>	<u>51,000</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ 1,000</u>	<u>\$ 1,000</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO CHARTER MIDDLE SCHOOL 3
STATEMENT OF FINANCIAL POSITION
(With summarized financial information at June 30, 2012)

JUNE 30, 2013

	<u>2013</u>	<u>2012</u>
ASSETS		
Current Assets:		
Accounts receivable	\$ 1,454,295	779,770
Prepaid expenses and other current assets	13,987	160
Total Current Assets	<u>1,468,282</u>	<u>779,930</u>
Non-Current Assets:		
Fixed assets	66,876	73,754
Less: accumulated depreciation	19,285	6,086
Total Non-Current Assets	<u>47,591</u>	<u>67,668</u>
Total Assets	<u>\$ 1,515,873</u>	<u>\$ 847,598</u>
LIABILITIES		
Current Liabilities		
Accounts payable	\$ 187,549	\$ 161,234
Intercompany payable	567,833	560,772
Deferred revenue	1,731	-
Current portion of long-term obligation	62,500	-
Total Current Liabilities	<u>819,613</u>	<u>722,006</u>
Long-Term Obligation		
Non-current portion of long-term obligations	125,000	-
Total Liabilities	<u>944,613</u>	<u>722,006</u>
NET ASSETS		
Unrestricted	571,260	125,592
Total Net Assets	<u>571,260</u>	<u>125,592</u>
Total Liabilities and		
Net Assets	<u>\$ 1,515,873</u>	<u>\$ 847,598</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO CHARTER MIDDLE SCHOOL 3
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With summarized financial information for the year ended June 30, 2012)

FOR THE YEAR ENDED JUNE 30, 2013

	<u>2013</u>	<u>2012</u>
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	\$ 2,173,270	\$ 1,941,977
Federal revenue	999,515	221,023
Other State revenue	956,348	812,574
Contributions and grants	175,378	689,799
Local revenue	<u>798,024</u>	<u>691,654</u>
Total Revenues	<u>5,102,535</u>	<u>4,357,027</u>
EXPENSES		
Program services:		
Salaries and benefits	3,177,110	2,667,618
Student services	362,035	277,175
Materials and supplies	100,082	177,833
Student nutrition	998	-
Special Education fee	82,676	73,789
Other expenses	302	-
Depreciation	13,289	5,477
Occupancy	203,675	235,807
Non-capital outlay	<u>101,512</u>	<u>323,003</u>
Subtotal	<u>4,041,679</u>	<u>3,760,702</u>
Management and general:		
District supervisory fee	33,917	30,144
Depreciation	1,477	609
Insurance	1,125	1,703
Occupancy	22,631	26,201
Operating expenses	95,143	59,183
Debt service	<u>438</u>	<u>1,954</u>
Subtotal	<u>154,731</u>	<u>119,794</u>
Total Expenses	<u>4,196,410</u>	<u>3,880,496</u>
OPERATING TRANSFERS		
Operating transfer in	660	1,858
Operating transfer out	<u>(461,117)</u>	<u>(352,797)</u>
Total Operating Transfers	<u>(460,457)</u>	<u>(350,939)</u>
INCREASE IN UNRESTRICTED NET ASSETS	<u>445,668</u>	<u>125,592</u>
NET ASSETS, BEGINNING OF YEAR	<u>125,592</u>	<u>-</u>
NET ASSETS, END OF YEAR	<u>\$ 571,260</u>	<u>\$ 125,592</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO CHARTER MIDDLE SCHOOL 3
STATEMENT OF CASH FLOWS

(With summarized financial information for the year ended June 30, 2012)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012
CASH FLOWS FROM OPERATING ACTIVITIES		
Increase in unrestricted net assets	\$ 445,668	\$ 125,592
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation expense	14,766	6,086
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(674,525)	(779,770)
Prepaid expenses and other current assets	(13,827)	(160)
Increase (Decrease) in liabilities		
Accounts payable	26,315	161,234
Intercompany payable	7,061	560,772
Deferred revenue	1,731	-
Net Cash Provided (Used) by Operating Activities	<u>(192,811)</u>	<u>73,754</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	6,878	(73,754)
Change to capital assets, net	(1,567)	-
Net Cash Provided (Used) by Investing Activities	<u>5,311</u>	<u>(73,754)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan proceeds	250,000	-
Loan principal payments	(62,500)	-
Net Cash Provided by Financing Activities	<u>187,500</u>	<u>-</u>
NET CHANGE IN CASH	<u>-</u>	<u>-</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>-</u>	<u>-</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ -</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO CHARTER MIDDLE SCHOOL 4
STATEMENT OF FINANCIAL POSITION
(With summarized financial information at June 30, 2012)

JUNE 30, 2013

	<u>2013</u>	<u>2012</u>
ASSETS		
Current Assets:		
Accounts receivable	\$ 1,413,129	\$ 737,713
Prepaid expenses and other current assets	14,017	543
Total Current Assets	<u>1,427,146</u>	<u>738,256</u>
Non-Current Assets:		
Fixed assets	64,738	70,396
Less: accumulated depreciation	18,522	6,086
Total Non-Current Assets	<u>46,216</u>	<u>64,310</u>
Total Assets	<u>\$ 1,473,362</u>	<u>\$ 802,566</u>
LIABILITIES		
Current Liabilities:		
Accounts payable	\$ 224,995	\$ 164,275
Intercompany payable	748,133	526,010
Deferred revenue	445	-
Current portion of long-term obligation	62,500	-
Total Current Liabilities	<u>1,036,073</u>	<u>690,285</u>
Long-Term Obligation		
Non-current portion of long-term obligations	125,000	-
Total Liabilities	<u>1,161,073</u>	<u>690,285</u>
NET ASSETS		
Unrestricted	312,289	112,281
Total Net Assets	<u>312,289</u>	<u>112,281</u>
Total Liabilities and		
Net Assets	<u>\$ 1,473,362</u>	<u>\$ 802,566</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO CHARTER MIDDLE SCHOOL 4
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With summarized financial information for the year ended June 30, 2012)

FOR THE YEAR ENDED JUNE 30, 2013

	<u>2013</u>	<u>2012</u>
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	\$ 2,164,033	\$ 1,868,943
Federal revenue	953,224	137,288
Other State revenue	928,617	762,513
Contributions and grants	175,000	687,500
Local revenue	792,216	663,650
Total Revenues	<u>5,013,090</u>	<u>4,119,894</u>
EXPENSES		
Program services:		
Salaries and benefits	3,253,761	2,549,703
Student services	406,717	265,077
Materials and supplies	128,320	170,886
Student nutrition	997	-
Special Education fee	82,326	71,029
Depreciation	12,603	5,477
Occupancy	199,148	203,476
Non-capital outlay	119,917	305,054
Subtotal	<u>4,203,789</u>	<u>3,570,702</u>
Management and general:		
District supervisory fee	33,544	28,825
Depreciation	1,400	609
Insurance	1,117	1,703
Occupancy	22,128	22,609
Operating expenses	98,339	59,538
Debt service	438	1,616
Subtotal	<u>156,966</u>	<u>114,900</u>
Total Expenses	<u>4,360,755</u>	<u>3,685,602</u>
OPERATING TRANSFERS		
Operating transfer in	1,155	1,568
Operating transfer out	(453,482)	(323,579)
Total Operating Transfers	<u>(452,327)</u>	<u>(322,011)</u>
INCREASE IN UNRESTRICTED NET ASSETS	<u>200,008</u>	<u>112,281</u>
NET ASSETS, BEGINNING OF YEAR	<u>112,281</u>	<u>-</u>
NET ASSETS, END OF YEAR	<u>\$ 312,289</u>	<u>\$ 112,281</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO CHARTER MIDDLE SCHOOL 4
STATEMENT OF CASH FLOWS

(With summarized financial information for the year ended June 30, 2012)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012
CASH FLOWS FROM OPERATING ACTIVITIES		
Increase in unrestricted net assets	\$ 200,008	\$ 112,281
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation expense	14,003	6,086
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(675,416)	(737,713)
Prepaid expenses and other current assets	(13,474)	(543)
Increase (Decrease) in liabilities		
Accounts payable	60,720	164,275
Intercompany payable	222,123	526,010
Deferred revenue	445	-
Net Cash Provided (Used) by Operating Activities	<u>(191,591)</u>	<u>70,396</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	5,658	(70,396)
Change to capital assets, net	<u>(1,567)</u>	<u>-</u>
Net Cash Provided (Used) by Investing Activities	<u>4,091</u>	<u>(70,396)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan proceeds	250,000	-
Loan principal payments	<u>(62,500)</u>	<u>-</u>
Net Cash Provided by Financing Activities	<u>187,500</u>	<u>-</u>
NET CHANGE IN CASH	<u>-</u>	<u>-</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>-</u>	<u>-</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ -</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO VENICE CHARTER HIGH SCHOOL
STATEMENT OF FINANCIAL POSITION

(With summarized financial information at June 30, 2012 and 2011, respectively)

JUNE 30, 2013

	2013	2012	2011
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ -	\$ 500	\$ 500
Cash held for restricted purposes	-	10	10
Accounts receivable	1,627,266	878,365	1,014,605
Prepaid expenses and other current assets	-	710	15,077
Total Current Assets	<u>1,627,266</u>	<u>879,585</u>	<u>1,030,192</u>
Non-Current Assets:			
Security deposits	5,243	5,243	5,243
Fixed assets	10,379,341	10,382,808	10,382,808
Less: accumulated depreciation	<u>1,303,100</u>	<u>957,656</u>	<u>611,057</u>
Total Non-Current Assets	<u>9,081,484</u>	<u>9,430,395</u>	<u>9,776,994</u>
Total Assets	<u>\$ 10,708,750</u>	<u>\$ 10,309,980</u>	<u>\$ 10,807,186</u>
LIABILITIES			
Current Liabilities:			
Accounts payable	\$ 197,135	\$ 304,774	\$ 273,579
Intercompany payable	1,068,691	612,007	1,205,249
Deferred revenue	785	-	-
Current portion of long-term obligations	<u>227,701</u>	<u>222,061</u>	<u>216,560</u>
Total Current Liabilities	<u>1,494,312</u>	<u>1,138,842</u>	<u>1,695,388</u>
Long-Term Obligations:			
Non-current portion of long-term obligations	<u>7,590,475</u>	<u>7,818,176</u>	<u>8,040,237</u>
Total Liabilities	<u>9,084,787</u>	<u>8,957,018</u>	<u>9,735,625</u>
NET ASSETS			
Unrestricted	<u>1,623,963</u>	<u>1,352,962</u>	<u>1,071,561</u>
Total Net Assets	<u>1,623,963</u>	<u>1,352,962</u>	<u>1,071,561</u>
Total Liabilities and Net Assets	<u>\$ 10,708,750</u>	<u>\$ 10,309,980</u>	<u>\$ 10,807,186</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO VENICE CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CHANGES IN UNRESTRICTED NET ASSETS			
Unrestricted revenues:			
State apportionments	\$ 2,709,852	\$ 2,593,887	\$ 2,636,408
Federal revenue	383,414	423,482	465,469
Other State revenue	844,470	764,659	837,505
Contributions and grants	5,006	3,708	4,262
Local revenue	1,195,147	824,713	741,211
Total Revenues	<u>5,137,889</u>	<u>4,610,449</u>	<u>4,684,855</u>
EXPENSES			
Program services:			
Salaries and benefits	2,813,242	2,434,458	2,496,586
Student services	249,461	221,984	428,185
Materials and supplies	81,612	50,601	76,631
Student nutrition	89,966	110,828	117,174
Special Education fee	124,063	118,159	130,019
Other expenses	3,769	134	354
Depreciation	310,900	311,939	313,237
Occupancy	335,814	251,314	315,919
Non-capital outlay	63,577	69,934	57,520
Proposition expense	-	-	17,768
Subtotal	<u>4,072,404</u>	<u>3,569,351</u>	<u>3,953,393</u>
Management and general:			
District supervisory fee	38,277	34,617	35,446
Depreciation	34,544	34,660	34,804
Insurance	3,920	2,068	4,633
Occupancy	37,313	27,924	35,102
Operating expenses	44,509	45,839	18,456
Debt service	204,222	209,751	351
Subtotal	<u>362,785</u>	<u>354,859</u>	<u>128,792</u>
Total Expenses	<u>4,435,189</u>	<u>3,924,210</u>	<u>4,082,185</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO VENICE CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS (Continued)
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
OPERATING TRANSFERS			
Operating transfer in	\$ 290	\$ 5,513	\$ -
Operating transfer out	(431,989)	(410,351)	(281,776)
Total Operating Transfers	(431,699)	(404,838)	(281,776)
INCREASE IN UNRESTRICTED			
NET ASSETS	271,001	281,401	320,894
NET ASSETS, BEGINNING OF YEAR	1,352,962	1,071,561	750,667
NET ASSETS, END OF YEAR	\$ 1,623,963	\$ 1,352,962	\$ 1,071,561

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO VENICE CHARTER HIGH SCHOOL
STATEMENT OF CASH FLOWS

(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase in unrestricted net assets	\$ 271,001	\$ 281,401	\$ 320,894
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:			
Depreciation expense	345,444	346,599	348,041
Changes in operating assets and liabilities:			
(Increase) Decrease in assets			
Accounts receivable	(748,901)	136,240	21,463
Prepaid expenses and other current assets	710	14,367	(8,722)
Increase (Decrease) in liabilities			
Accounts payable	(107,639)	31,195	83,507
Intercompany payable	456,684	(593,242)	(432,510)
Deferred revenue	785	-	(382,673)
Net Cash Provided by (Used) Operating Activities	<u>218,084</u>	<u>216,560</u>	<u>(50,000)</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Restricted cash (received) used for construction	10	-	-
Capital expenditures	3,467	-	-
Net Cash Provided by Investing Activities	<u>3,477</u>	<u>-</u>	<u>-</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Loan principal payments	(222,061)	(216,560)	-
Net Cash Used by Financing Activities	<u>(222,061)</u>	<u>(216,560)</u>	<u>-</u>
NET DECREASE IN CASH	<u>(500)</u>	<u>-</u>	<u>(50,000)</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>500</u>	<u>500</u>	<u>50,500</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ 500</u>	<u>\$ 500</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO WESTSIDE CHARTER MIDDLE SCHOOL
STATEMENT OF FINANCIAL POSITION
(With summarized financial information at June 30, 2012)

JUNE 30, 2013

	<u>2013</u>	<u>2012</u>
ASSETS		
Current Assets:		
Accounts receivable	\$ 535,205	\$ 151,381
Prepaid expenses and other current assets	7,170	5,094
Total Current Assets	<u>542,375</u>	<u>156,475</u>
Non-Current Assets		
Debt issue cost, net		
Security deposits	153,000	-
Fixed assets	253,473	-
Less: accumulated depreciation	<u>2,625</u>	<u>-</u>
Total Non-Current Assets	<u>403,848</u>	<u>-</u>
Total Assets	<u>\$ 946,223</u>	<u>\$ 156,475</u>
LIABILITIES		
Current Liabilities:		
Accounts payable	\$ 67,958	\$ 25,050
Intercompany payable	2,180,858	515,903
Deferred revenue	-	3,316
Current portion of long-term obligation	<u>62,500</u>	<u>-</u>
Total Current Liabilities	<u>2,311,316</u>	<u>544,269</u>
Long-Term Obligation		
Non-current portion of long-term obligations	<u>125,000</u>	<u>-</u>
Total Liabilities	<u>2,436,316</u>	<u>544,269</u>
NET DEFICIT		
Unrestricted	<u>(1,490,093)</u>	<u>(387,794)</u>
Total Net Deficit	<u>(1,490,093)</u>	<u>(387,794)</u>
Total Liabilities and		
Net Assets	<u>\$ 946,223</u>	<u>\$ 156,475</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO WESTSIDE CHARTER MIDDLE SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With summarized financial information for the year ended June 30, 2012)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	\$ 907,839	\$ 332,054
Federal revenue	204,359	72,472
Other State revenue	474,673	132,220
Contributions and grants	179,000	251,232
Local revenue	405,562	139,737
Total Revenues	<u>2,171,433</u>	<u>927,715</u>
EXPENSES		
Program services:		
Salaries and benefits	1,347,332	733,749
Student services	380,962	173,034
Materials and supplies	72,662	46,727
Student nutrition	105,111	33,438
Special Education fee	70,467	26,240
Other expenses	8,765	2,764
Depreciation	2,362	-
Occupancy	770,601	139,660
Non-capital outlay	157,349	59,723
Subtotal	<u>2,915,611</u>	<u>1,215,335</u>
Management and general:		
District supervisory fee	13,570	5,067
Depreciation	263	-
Insurance	1,829	937
Occupancy	85,622	15,518
Operating expenses	58,850	8,418
Debt service	438	1,255
Subtotal	<u>160,572</u>	<u>31,195</u>
Total Expenses	<u>3,076,183</u>	<u>1,246,530</u>
OPERATING TRANSFERS		
Operating transfer in	1,114	330
Operating transfer out	(198,663)	(69,309)
Total Operating Transfers	<u>(197,549)</u>	<u>(68,979)</u>
DECREASE IN UNRESTRICTED NET ASSETS	<u>(1,102,299)</u>	<u>(387,794)</u>
NET ASSETS, BEGINNING OF YEAR	<u>(387,794)</u>	<u>-</u>
NET ASSETS, END OF YEAR	<u>\$ (1,490,093)</u>	<u>\$ (387,794)</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO WESTSIDE CHARTER MIDDLE SCHOOL
STATEMENT OF CASH FLOWS
(With summarized financial information for the year ended June 30, 2012)

FOR THE YEAR ENDED JUNE 30, 2013

	<u>2013</u>	<u>2012</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Decrease in unrestricted net assets	\$ (1,102,299)	\$ (387,794)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	2,625	-
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(383,824)	(151,381)
Prepaid expenses and other current assets	(2,076)	(5,094)
Increase (Decrease) in liabilities		
Accounts payable	42,908	25,050
Intercompany payable	1,664,955	515,903
Deferred revenue	(3,316)	3,316
Net Cash Provided by Operating Activities	<u>218,973</u>	<u>-</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Cash received (paid) for security deposits, net	(153,000)	-
Capital expenditures	(253,473)	-
Net Cash Used by Investing Activities	<u>(406,473)</u>	<u>-</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan proceeds	250,000	-
Loan principal payments	(62,500)	-
Net Cash Provided by Investing Activities	<u>187,500</u>	<u>-</u>
NET CHANGE IN CASH	<u>-</u>	<u>-</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>-</u>	<u>-</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO JACKIE ROBINSON CHARTER HIGH SCHOOL
STATEMENT OF FINANCIAL POSITION
(With summarized financial information at June 30, 2012 and 2011, respectively)

JUNE 30, 2013

	2013	2012	2011
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ -	\$ 500	\$ 500
Accounts receivable	1,727,829	1,248,869	1,259,492
Intercompany receivable	3,298,637	2,924,189	1,986,564
Prepaid expenses and other current assets	745	1,200	15,281
Total Assets	<u>\$ 5,027,211</u>	<u>\$ 4,174,758</u>	<u>\$ 3,261,837</u>
LIABILITIES			
Current Liabilities:			
Accounts payable	\$ 270,173	\$ 122,614	\$ 164,345
Deferred revenue	2,583	-	-
Current portion of long-term obligations	-	-	83,333
Total Current Liabilities	<u>272,756</u>	<u>122,614</u>	<u>247,678</u>
NET ASSETS			
Unrestricted	<u>4,754,455</u>	<u>4,052,144</u>	<u>3,014,159</u>
Total Net Assets	<u>4,754,455</u>	<u>4,052,144</u>	<u>3,014,159</u>
Total Liabilities and Net Assets	<u>\$ 5,027,211</u>	<u>\$ 4,174,758</u>	<u>\$ 3,261,837</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO JACKIE ROBINSON CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CHANGES IN UNRESTRICTED NET ASSETS			
Unrestricted revenues:			
State apportionments	\$ 2,736,631	\$ 2,782,014	\$ 2,775,151
Federal revenue	552,751	586,572	823,958
Other State revenue	995,144	941,005	1,010,788
Contributions and grants	11,479	2,367	1,927
Local revenue	845,342	816,507	750,123
Total Revenues	<u>5,141,347</u>	<u>5,128,465</u>	<u>5,361,947</u>
EXPENSES			
Program services:			
Salaries and benefits	3,021,159	2,679,135	2,605,859
Student services	199,406	237,808	233,501
Materials and supplies	76,433	70,117	85,339
Student nutrition	177,715	194,158	258,766
Special Education fee	125,692	127,319	128,042
Other expenses	-	750	-
Occupancy	183,170	155,714	230,683
Non-capital outlay	56,360	58,286	40,931
Subtotal	<u>3,839,935</u>	<u>3,523,287</u>	<u>3,583,121</u>
Management and general:			
District supervisory fee	40,108	38,791	39,442
Insurance	1,288	1,753	1,847
Occupancy	20,352	17,302	25,631
Operating expenses	28,101	21,558	13,537
Debt service	-	5,507	7,631
Subtotal	<u>89,849</u>	<u>84,911</u>	<u>88,088</u>
Total Expenses	<u>3,929,784</u>	<u>3,608,198</u>	<u>3,671,209</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO JACKIE ROBINSON CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS (Continued)
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
OPERATING TRANSFERS			
Operating transfer in	\$ -	\$ 1,412	\$ -
Operating transfer out	(509,252)	(483,694)	(343,640)
Total Operating Transfers	(509,252)	(482,282)	(343,640)
INCREASE IN UNRESTRICTED NET ASSETS	702,311	1,037,985	1,347,098
NET ASSETS, BEGINNING OF YEAR	4,052,144	3,014,159	1,667,061
NET ASSETS, END OF YEAR	\$ 4,754,455	\$ 4,052,144	\$ 3,014,159

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO JACKIE ROBINSON CHARTER HIGH SCHOOL
STATEMENT OF CASH FLOWS

(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase in unrestricted net assets	\$ 702,311	\$ 1,037,985	\$ 1,347,098
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:			
Changes in operating assets and liabilities:			
(Increase) Decrease in assets			
Accounts receivable	(478,960)	10,623	(143,510)
Intercompany receivable	(374,448)	(937,625)	(779,983)
Prepaid expenses and other current assets	455	14,081	(5,663)
Increase (Decrease) in liabilities			
Accounts payable	147,559	(41,731)	14,326
Deferred revenue	2,583	-	(398,935)
Net Cash Provided (Used) by Operating Activities	<u>(500)</u>	<u>83,333</u>	<u>33,333</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Loan principal payments	-	(83,333)	(83,333)
Net Cash Used by Financing Activities	<u>-</u>	<u>(83,333)</u>	<u>(83,333)</u>
NET DECREASE IN CASH	<u>(500)</u>	<u>-</u>	<u>(50,000)</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>500</u>	<u>500</u>	<u>50,500</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ 500</u>	<u>\$ 500</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO JEFFERSON CHARTER MIDDLE SCHOOL
STATEMENT OF FINANCIAL POSITION
(With summarized financial information at June 30, 2012 and 2011, respectively)

JUNE 30, 2013

	2013	2012	2011
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ -	\$ 250	\$ 250
Accounts receivable	1,519,065	792,328	558,927
Prepaid expenses and other current assets	53,363	2,505	23,443
Total Current Assets	<u>1,572,428</u>	<u>795,083</u>	<u>\$ 582,620</u>
Non-Current Assets			
Fixed assets	10,910	4,125	-
Less: accumulated depreciation	1,538	699	-
Total Non-Current Assets	<u>9,372</u>	<u>3,426</u>	<u>-</u>
Total Assets	<u>\$ 1,581,800</u>	<u>\$ 798,509</u>	<u>\$ 582,620</u>
LIABILITIES			
Current Liabilities:			
Accounts payable	\$ 158,533	\$ 55,429	\$ 55,244
Intercompany payable	685,176	226,165	436,224
Deferred revenue	622	72,912	-
Current portion of long-term obligations	62,500	62,500	-
Total Current Liabilities	<u>906,831</u>	<u>417,006</u>	<u>491,468</u>
Long-Term Obligations:			
Non-current portion of long-term obligations	62,500	125,000	-
Total Liabilities	<u>969,331</u>	<u>542,006</u>	<u>491,468</u>
NET ASSETS			
Unrestricted	612,469	256,503	91,152
Total Net Assets	<u>612,469</u>	<u>256,503</u>	<u>91,152</u>
Total Liabilities and Net Assets	<u>\$ 1,581,800</u>	<u>\$ 798,509</u>	<u>\$ 582,620</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO JEFFERSON CHARTER MIDDLE SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CHANGES IN UNRESTRICTED NET ASSETS			
Unrestricted revenues:			
State apportionments	\$ 2,031,473	\$ 1,404,710	\$ 704,012
Federal revenue	857,241	665,343	170,245
Other State revenue	1,450,918	973,648	502,531
Contributions and grants	76,300	180,977	263,060
Local revenue	790,065	510,700	264,388
Total Revenues	<u>5,205,997</u>	<u>3,735,378</u>	<u>1,904,236</u>
EXPENSES			
Program services:			
Salaries and benefits	2,421,156	1,541,381	865,872
Student services	332,517	277,099	103,700
Materials and supplies	102,141	155,876	113,651
Student nutrition	283,021	170,358	83,288
Special Education fee	156,474	108,412	62,981
Other expenses	-	1,804	-
Depreciation	755	629	-
Occupancy	764,581	682,290	304,584
Non-capital outlay	146,831	151,383	99,601
Subtotal	<u>4,207,476</u>	<u>3,089,232</u>	<u>1,633,677</u>
Management and general:			
District supervisory fee	32,043	21,392	11,458
Depreciation	84	70	-
Insurance	2,770	1,240	1,067
Occupancy	84,954	75,810	33,843
Operating expenses	57,579	69,581	7,092
Debt service	665	3,591	2,128
Subtotal	<u>178,095</u>	<u>171,684</u>	<u>55,588</u>
Total Expenses	<u>4,385,571</u>	<u>3,260,916</u>	<u>1,689,265</u>
OPERATING TRANSFERS			
Operating transfer in	330	201	-
Operating transfer out	(464,790)	(309,312)	(123,819)
Total Operating Transfers Out	<u>(464,460)</u>	<u>(309,111)</u>	<u>(123,819)</u>
INCREASE IN UNRESTRICTED NET ASSETS	<u>355,966</u>	<u>165,351</u>	<u>91,152</u>
NET ASSETS, BEGINNING OF YEAR	<u>256,503</u>	<u>91,152</u>	<u>-</u>
NET ASSETS, END OF YEAR	<u>\$ 612,469</u>	<u>\$ 256,503</u>	<u>\$ 91,152</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO JEFFERSON CHARTER MIDDLE SCHOOL
STATEMENT OF CASH FLOWS

(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase in unrestricted net assets	\$ 355,966	\$ 165,351	\$ 91,152
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:			
Depreciation expense	839	699	-
Changes in operating assets and liabilities:			
(Increase) Decrease in assets			
Accounts receivable	(726,737)	(233,401)	(558,927)
Prepaid expenses and other current assets	(50,858)	20,938	(23,443)
Increase (Decrease) in liabilities			
Accounts payable	103,104	185	55,244
Intercompany payable	459,011	(210,059)	436,224
Deferred revenue	(72,290)	72,912	-
Net Cash Provided (Used) by Operating Activities	<u>69,035</u>	<u>(183,375)</u>	<u>250</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Capital expenditures	(6,785)	(4,125)	-
Net Cash Used by Investing Activities	<u>(6,785)</u>	<u>(4,125)</u>	<u>-</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Loan proceeds	-	250,000	-
Loan principal payments	(62,500)	(62,500)	-
Net Cash Provided (Used) by Financing Activities	<u>(62,500)</u>	<u>187,500</u>	<u>-</u>
NET INCREASE (DECREASE) IN CASH	<u>(250)</u>	<u>-</u>	<u>250</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	250	250	-
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ 250</u>	<u>\$ 250</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO RALPH BUNCHE CHARTER HIGH SCHOOL
STATEMENT OF FINANCIAL POSITION

(With summarized financial information at June 30, 2012 and 2011, respectively)

JUNE 30, 2013

	2013	2012	2011
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ -	\$ 1,000	\$ 1,000
Accounts receivable	2,096,984	1,701,765	3,070,433
Intercompany receivable	3,107,490	2,614,257	278,464
Prepaid expenses and other current assets	53,577	11,174	8,085
Total Current Assets	<u>5,258,051</u>	<u>4,328,196</u>	<u>3,357,982</u>
Non-Current Assets:			
Security deposits	8,000	8,000	138,848
Fixed assets	182,974	174,485	170,360
Less: accumulated depreciation	162,982	124,299	85,391
Total Non-Current Assets	<u>27,992</u>	<u>58,186</u>	<u>223,817</u>
Total Assets	<u>\$ 5,286,043</u>	<u>\$ 4,386,382</u>	<u>\$ 3,581,799</u>
LIABILITIES			
Current Liabilities:			
Accounts payable	\$ 218,731	\$ 142,921	\$ 241,025
Deferred revenue	140	-	-
Current portion of long-term obligations	-	-	83,332
Total Current Liabilities	<u>218,871</u>	<u>142,921</u>	<u>324,357</u>
NET ASSETS			
Unrestricted	5,067,172	4,243,461	3,257,442
Total Net Assets	<u>5,067,172</u>	<u>4,243,461</u>	<u>3,257,442</u>
Total Liabilities and Net Assets	<u>\$ 5,286,043</u>	<u>\$ 4,386,382</u>	<u>\$ 3,581,799</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO RALPH BUNCHE CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CHANGES IN UNRESTRICTED NET ASSETS			
Unrestricted revenues:			
State apportionments	\$ 3,214,956	\$ 3,456,454	\$ 3,858,935
Federal revenue	728,559	733,080	954,572
Other State revenue	1,675,838	1,879,716	1,822,671
Contributions and grants	1,491	1,300	7,645
Local revenue	1,049,236	1,093,964	1,332,792
Total Revenues	<u>6,670,080</u>	<u>7,164,514</u>	<u>7,976,615</u>
EXPENSES			
Program services:			
Salaries and benefits	3,295,693	3,073,219	3,409,933
Student services	273,033	326,980	356,391
Materials and supplies	113,221	95,152	66,484
Student nutrition	255,756	252,410	265,076
Special Education fee	148,487	159,095	181,249
Other expenses	6,452	11,043	1,357
Depreciation	34,815	35,017	42,054
Occupancy	798,822	1,274,065	1,133,403
Non-capital outlay	111,148	99,793	150,013
Subtotal	<u>5,037,427</u>	<u>5,326,774</u>	<u>5,605,960</u>
Management and general:			
District supervisory fee	47,597	49,842	54,887
Depreciation	3,868	3,891	4,673
Insurance	3,022	2,347	4,497
Occupancy	88,758	141,563	125,934
Operating expenses	42,903	38,523	20,410
Debt service	-	2,844	10,260
Subtotal	<u>186,148</u>	<u>239,010</u>	<u>220,661</u>
Total Expenses	<u>5,223,575</u>	<u>5,565,784</u>	<u>5,826,621</u>
OPERATING TRANSFERS			
Operating transfer in	10,162	6,817	4,808
Operating transfer out	(632,956)	(619,528)	(511,793)
Total Operating Transfers	<u>(622,794)</u>	<u>(612,711)</u>	<u>(506,985)</u>
INCREASE IN UNRESTRICTED NET ASSETS	<u>823,711</u>	<u>986,019</u>	<u>1,643,009</u>
NET ASSETS, BEGINNING OF YEAR	<u>4,243,461</u>	<u>3,257,442</u>	<u>1,614,433</u>
NET ASSETS, END OF YEAR	<u>\$ 5,067,172</u>	<u>\$ 4,243,461</u>	<u>\$ 3,257,442</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO RALPH BUNCHE CHARTER HIGH SCHOOL
STATEMENT OF CASH FLOWS

(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase in unrestricted net assets	\$ 823,711	\$ 986,019	\$ 1,643,009
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:			
Depreciation expense	38,683	38,908	46,727
Changes in operating assets and liabilities:			
(Increase) Decrease in assets			
Accounts receivable	(395,219)	1,368,668	(1,797,417)
Intercompany receivable	(493,233)	(2,335,793)	49,274
Prepaid expenses and other current assets	(42,403)	(3,089)	5,020
Increase (Decrease) in liabilities			
Accounts payable	75,810	(98,104)	150,215
Deferred revenue	140	-	-
Net Cash Provided (Used) by Operating Activities	<u>7,489</u>	<u>(43,391)</u>	<u>96,828</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Cash received for security deposits, net	-	130,848	-
Capital expenditures	(8,489)	(4,125)	(63,494)
Net Cash Provided (Used) by Investing Activities	<u>(8,489)</u>	<u>126,723</u>	<u>(63,494)</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Loan principal payments	-	(83,332)	(83,334)
Net Cash Used by Financing Activities	<u>-</u>	<u>(83,332)</u>	<u>(83,334)</u>
NET DECREASE IN CASH	<u>(1,000)</u>	<u>-</u>	<u>(50,000)</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>1,000</u>	<u>1,000</u>	<u>51,000</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ 1,000</u>	<u>\$ 1,000</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO PAT BROWN CHARTER HIGH SCHOOL
STATEMENT OF FINANCIAL POSITION

(With summarized financial information at June 30, 2012 and 2011, respectively)

JUNE 30, 2013

	2013	2012	2011
ASSETS			
Current Assets:			
Restricted assets			
Cash held for restricted purposes	\$ 7,185,684	\$ -	\$ -
Accounts receivable	2,343,073	1,430,377	1,607,416
Intercompany receivable	776,844	740,961	-
Prepaid expenses and other current assets	43,477	35,846	47,574
Total Current Assets	<u>10,349,078</u>	<u>2,207,184</u>	<u>1,654,990</u>
Non-Current Assets:			
Security deposits	2,000	-	-
Fixed assets	802,947	143,273	126,129
Less: accumulated depreciation	120,422	97,593	74,098
Total Non-Current Assets	<u>684,525</u>	<u>45,680</u>	<u>52,031</u>
Total Assets	<u>\$ 11,033,603</u>	<u>\$ 2,252,864</u>	<u>\$ 1,707,021</u>
LIABILITIES			
Current Liabilities:			
Accounts payable	\$ 445,648	\$ 142,217	\$ 175,992
Intercompany payable	-	-	308,249
Deferred revenue	7,177,874	-	-
Current portion of long-term obligations	-	-	83,332
Total Current Liabilities	<u>7,623,522</u>	<u>142,217</u>	<u>567,573</u>
Long-Term Obligations:			
Non-current portion of long-term obligations	676,818	17,144	-
Total Liabilities	<u>8,300,340</u>	<u>159,361</u>	<u>567,573</u>
NET ASSETS			
Unrestricted	2,733,263	2,093,503	1,139,448
Total Net Assets	<u>2,733,263</u>	<u>2,093,503</u>	<u>1,139,448</u>
Total Liabilities and Net Assets	<u>\$ 11,033,603</u>	<u>\$ 2,252,864</u>	<u>\$ 1,707,021</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO PAT BROWN CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CHANGES IN UNRESTRICTED NET ASSETS			
Unrestricted revenues:			
State apportionments	\$ 2,707,452	\$ 2,663,317	\$ 2,657,304
Federal revenue	555,741	655,591	759,508
Other State revenue	1,381,816	1,419,557	1,305,129
Proposition 55 revenues	659,673	17,144	-
Contributions and grants	3,375	10,404	90,962
Interest	7,844	-	-
Local revenue	852,687	819,743	696,669
Total Revenues	<u>6,168,588</u>	<u>5,585,756</u>	<u>5,509,572</u>
EXPENSES			
Program services:			
Salaries and benefits	2,746,824	2,586,280	2,544,849
Student services	187,229	192,597	326,002
Materials and supplies	71,252	60,952	85,481
Student nutrition	165,450	194,915	188,112
Special Education fee	82,769	81,086	138,025
Other expenses	89	18	-
Depreciation	20,546	21,145	24,142
Occupancy	819,065	789,358	790,245
Non-capital outlay	117,976	78,706	64,881
Proposition expense	659,674	17,144	-
Subtotal	<u>4,870,874</u>	<u>4,022,201</u>	<u>4,161,737</u>
Management and general:			
District supervisory fee	39,674	37,786	38,388
Depreciation	2,283	2,350	2,682
Insurance	2,838	1,815	2,660
Occupancy	91,007	87,706	87,805
Operating expenses	30,705	24,045	17,667
Debt service	-	3,191	7,245
Subtotal	<u>166,507</u>	<u>156,893</u>	<u>156,447</u>
Total Expenses	<u>5,037,381</u>	<u>4,179,094</u>	<u>4,318,184</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO PAT BROWN CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS (Continued)
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
OPERATING TRANSFERS			
Operating transfer in	\$ 330	\$ 6,484	\$ -
Operating transfer out	(491,777)	(459,091)	(344,395)
Total Operating Transfers	(491,447)	(452,607)	(344,395)
INCREASE IN UNRESTRICTED NET ASSETS	639,760	954,055	846,993
NET ASSETS, BEGINNING OF YEAR	2,093,503	1,139,448	292,455
NET ASSETS, END OF YEAR	\$ 2,733,263	\$ 2,093,503	\$ 1,139,448

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO PAT BROWN CHARTER HIGH SCHOOL
STATEMENT OF CASH FLOWS

(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase (Decrease) in unrestricted net assets	\$ 639,760	\$ 954,055	\$ 846,993
Adjustments to reconcile change in net assets to net cash provided by operating activities:			
Depreciation expense	22,829	23,495	26,824
Changes in operating assets and liabilities:			
(Increase) Decrease in assets			
Accounts receivable	(912,696)	177,039	58,890
Intercompany receivable	(35,883)	(740,961)	-
Prepaid expenses and other current assets	(7,631)	11,728	(1,080)
Increase (Decrease) in liabilities			
Accounts payable	303,431	(33,775)	69,089
Intercompany payable	-	(308,249)	(967,382)
Deferred revenue	7,177,874	-	-
Net Cash Provided by Operating Activities	<u>7,187,684</u>	<u>83,332</u>	<u>33,334</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Cash paid for security deposits, net	(2,000)	-	-
Restricted cash received for construction	(7,185,684)	-	-
Capital expenditures	(659,674)	(17,144)	-
Net Cash Used by Investing Activities	<u>(7,847,358)</u>	<u>(17,144)</u>	<u>-</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Loan proceeds, net	659,674	17,144	-
Loan principal payments	-	(83,332)	(83,334)
Net Cash Provided (Used) by Financing Activities	<u>659,674</u>	<u>(66,188)</u>	<u>(83,334)</u>
NET DECREASE IN CASH	<u>-</u>	<u>-</u>	<u>(50,000)</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>-</u>	<u>-</u>	<u>50,000</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO LOCKE TECH CHARTER HIGH SCHOOL
STATEMENT OF FINANCIAL POSITION

(With summarized financial information at June 30, 2012 and 2011, respectively)

JUNE 30, 2013

	2013	2012	2011
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ -	\$ 500	\$ 500
Restricted assets			
Cash held for restricted purposes	321,842	321,495	321,465
Accounts receivable	1,363,518	1,162,944	1,062,432
Prepaid expenses and other current assets	-	7,846	6,568
Total Current Assets	<u>1,685,360</u>	<u>1,492,785</u>	<u>1,390,965</u>
Non-Current Assets:			
Security deposits	42,500	42,500	42,500
Fixed assets	4,255,068	4,263,518	4,243,265
Less: accumulated depreciation	<u>1,559,458</u>	<u>1,256,569</u>	<u>956,043</u>
Total Non-Current Assets	<u>2,738,110</u>	<u>3,049,449</u>	<u>3,329,722</u>
Total Assets	<u>\$ 4,423,470</u>	<u>\$ 4,542,234</u>	<u>\$ 4,720,687</u>
LIABILITIES			
Current Liabilities:			
Accounts payable	\$ 248,478	\$ 83,259	\$ 99,738
Intercompany payable	4,810,015	4,331,131	4,225,731
Deferred revenue	51,769	37	37
Current portion of long-term obligations	<u>20,000</u>	<u>20,000</u>	<u>20,000</u>
Total Current Liabilities	<u>5,130,262</u>	<u>4,434,427</u>	<u>4,345,506</u>
Long-Term Obligations:			
Non-current portion of long-term obligations	<u>20,000</u>	<u>40,000</u>	<u>60,000</u>
Total Liabilities	<u>5,150,262</u>	<u>4,474,427</u>	<u>4,405,506</u>
NET ASSETS (DEFICIT)			
Unrestricted	<u>(726,792)</u>	<u>67,807</u>	<u>315,181</u>
Total Net Assets (Deficit)	<u>(726,792)</u>	<u>67,807</u>	<u>315,181</u>
Total Liabilities and Net Assets	<u>\$ 4,423,470</u>	<u>\$ 4,542,234</u>	<u>\$ 4,720,687</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO LOCKE TECH CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CHANGES IN UNRESTRICTED NET ASSETS			
Unrestricted revenues:			
State apportionments	\$ 2,054,093	\$ 2,331,056	\$ 2,385,068
Federal revenue	452,676	513,971	641,604
Other State revenue	950,206	1,067,517	895,557
Contributions and grants	1,426	20,769	1,655
Local revenue	652,125	699,421	647,386
Total Revenues	<u>4,110,526</u>	<u>4,632,734</u>	<u>4,571,270</u>
EXPENSES			
Program services:			
Salaries and benefits	2,748,940	2,531,527	2,370,077
Student services	358,302	447,532	328,707
Materials and supplies	54,433	24,039	94,976
Student nutrition	116,413	135,477	140,131
Special Education fee	63,219	71,476	113,533
Other expenses	1,743	342	672
Depreciation	272,600	270,473	268,955
Occupancy	397,742	494,222	606,087
Non-capital outlay	87,979	67,300	64,090
Subtotal	<u>4,101,371</u>	<u>4,042,388</u>	<u>3,987,228</u>
Management and general:			
District supervisory fee	30,835	33,409	34,340
Depreciation	30,289	30,053	29,884
Insurance	1,709	1,583	1,130
Occupancy	44,194	54,914	67,343
Operating expenses	35,242	37,507	24,909
Debt service	287	859	1,555
Subtotal	<u>142,556</u>	<u>158,325</u>	<u>159,161</u>
Total Expenses	<u>4,243,927</u>	<u>4,200,713</u>	<u>4,146,389</u>
OPERATING TRANSFERS			
Operating transfer in	1,155	1,158	-
Operating transfer out	(662,353)	(680,553)	(295,042)
Total Operating Transfers	<u>(661,198)</u>	<u>(679,395)</u>	<u>(295,042)</u>
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS			
	<u>(794,599)</u>	<u>(247,374)</u>	<u>129,839</u>
NET ASSETS, BEGINNING OF YEAR			
	<u>67,807</u>	<u>315,181</u>	<u>185,342</u>
NET ASSETS, END OF YEAR			
	<u>\$ (726,792)</u>	<u>\$ 67,807</u>	<u>\$ 315,181</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO LOCKE TECH CHARTER HIGH SCHOOL
STATEMENT OF CASH FLOWS

(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase (Decrease) in unrestricted net assets	\$ (794,599)	\$ (247,374)	\$ 129,839
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:			
Depreciation expense	302,889	300,526	298,839
Changes in operating assets and liabilities:			
(Increase) Decrease in assets			
Accounts receivable	(200,574)	(100,512)	(260,425)
Prepaid expenses and other current assets	7,846	(1,278)	(6,544)
Increase (Decrease) in liabilities			
Accounts payable	165,219	(16,479)	32,163
Intercompany payable	478,884	105,400	(223,843)
Deferred revenue	51,732	-	-
Net Cash Provided (Used) by Operating Activities	<u>11,397</u>	<u>40,283</u>	<u>(29,971)</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Restricted cash (received) used for construction	(347)	(30)	(29)
Capital expenditures	8,450	(20,253)	-
Net Cash Provided (Used) by Investing Activities	<u>8,103</u>	<u>(20,283)</u>	<u>(29)</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Loan principal payments	(20,000)	(20,000)	(20,000)
Net Cash Provided (Used) by Financing Activities	<u>(20,000)</u>	<u>(20,000)</u>	<u>(20,000)</u>
NET DECREASE IN CASH	<u>(500)</u>	<u>-</u>	<u>(50,000)</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>500</u>	<u>500</u>	<u>50,500</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ 500</u>	<u>\$ 500</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO WATTS COLLEGE PREPARATORY ACADEMY
STATEMENT OF FINANCIAL POSITION
(With summarized financial information at June 30, 2012 and 2011, respectively)

JUNE 30, 2013

	2013	2012	2011
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ -	\$ 500	\$ 500
Accounts receivable	1,561,336	1,349,061	1,130,968
Prepaid expenses and other current assets	28,435	37,278	151,920
Total Current Assets	<u>1,589,771</u>	<u>1,386,839</u>	<u>1,283,388</u>
Non-Current Assets:			
Fixed assets	35,428	43,878	8,878
Less: accumulated depreciation	13,501	10,119	5,179
Total Non-Current Assets	<u>21,927</u>	<u>33,759</u>	<u>3,699</u>
Total Assets	<u>\$ 1,611,698</u>	<u>\$ 1,420,598</u>	<u>\$ 1,287,087</u>
LIABILITIES			
Current Liabilities:			
Accounts payable	\$ 170,311	\$ 68,574	\$ 124,762
Intercompany payable	496,106	378,439	393,768
Deferred revenue	13,107	10,279	14
Current portion of long-term obligations	20,000	20,000	20,000
Total Current Liabilities	<u>699,524</u>	<u>477,292</u>	<u>538,544</u>
Long-Term Obligations:			
Non-current portion of long-term obligations	20,000	40,000	60,000
Total Liabilities	<u>719,524</u>	<u>517,292</u>	<u>598,544</u>
NET ASSETS			
Unrestricted	892,174	903,306	688,543
Total Net Assets	<u>892,174</u>	<u>903,306</u>	<u>688,543</u>
Total Liabilities and Net Assets	<u>\$ 1,611,698</u>	<u>\$ 1,420,598</u>	<u>\$ 1,287,087</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO WATTS COLLEGE PREPARATORY ACADEMY
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CHANGES IN UNRESTRICTED NET ASSETS			
Unrestricted revenues:			
State apportionments	\$ 2,249,618	\$ 2,339,953	\$ 2,277,741
Federal revenue	538,495	541,276	611,942
Other State revenue	1,220,359	1,145,667	1,143,170
Contributions and grants	3,435	22,095	1,557
Donated services and property	-	41,667	-
Local revenue	786,810	729,903	603,037
Total Revenues	<u>4,798,717</u>	<u>4,820,561</u>	<u>4,637,447</u>
EXPENSES			
Program services:			
Salaries and benefits	2,695,091	2,328,704	2,475,931
Student services	287,462	459,961	335,402
Materials and supplies	191,866	74,608	118,054
Student nutrition	163,893	167,465	129,350
Special Education fee	69,252	71,768	107,091
Other expenses	203	345	663
Depreciation	3,044	4,446	2,664
Occupancy	710,278	841,640	632,285
Non-capital outlay	115,454	101,522	74,313
Subtotal	<u>4,236,543</u>	<u>4,050,459</u>	<u>3,875,753</u>
Management and general:			
District supervisory fee	33,824	33,565	32,473
Depreciation	338	494	296
Insurance	2,605	1,728	2,511
Occupancy	78,920	93,516	70,254
Operating expenses	55,499	30,908	25,122
Debt service	287	1,015	2,469
Subtotal	<u>171,473</u>	<u>161,226</u>	<u>133,125</u>
Total Expenses	<u>4,408,016</u>	<u>4,211,685</u>	<u>4,008,878</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO WATTS COLLEGE PREPARATORY ACADEMY
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS (Continued)
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
OPERATING TRANSFERS			
Operating transfer in	\$ 990	\$ 150	\$ -
Operating transfer out	(402,823)	(394,263)	(296,077)
Total Operating Transfers	(401,833)	(394,113)	(296,077)
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	(11,132)	214,763	332,492
NET ASSETS, BEGINNING OF YEAR	903,306	688,543	356,051
NET ASSETS, END OF YEAR	\$ 892,174	\$ 903,306	\$ 688,543

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO WATTS COLLEGE PREPARATORY ACADEMY
STATEMENT OF CASH FLOWS

(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase (Decrease) in unrestricted net assets	\$ (11,132)	\$ 214,763	\$ 332,492
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:			
Depreciation expense	3,382	4,940	2,960
Changes in operating assets and liabilities:			
(Increase) Decrease in assets			
Accounts receivable	(212,275)	(218,093)	(357,742)
Prepaid expenses and other current assets	8,843	114,642	(24,204)
Increase (Decrease) in liabilities			
Accounts payable	101,737	(56,188)	40,835
Intercompany payable	117,667	(15,329)	(24,091)
Deferred revenue	2,828	10,265	-
Net Cash Provided (Used) by Operating Activities	<u>11,050</u>	<u>55,000</u>	<u>(29,750)</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Capital expenditures	8,450	(35,000)	-
Net Cash Provided (Used) by Investing Activities	<u>8,450</u>	<u>(35,000)</u>	<u>-</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Loan principal payments	(20,000)	(20,000)	(20,000)
NET DECREASE IN CASH	<u>(500)</u>	<u>-</u>	<u>(49,750)</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>500</u>	<u>500</u>	<u>50,250</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ 500</u>	<u>\$ 500</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO LOCKE 1 COLLEGE PREPARATORY ACADEMY
STATEMENT OF FINANCIAL POSITION

(With summarized financial information at June 30, 2012 and 2011, respectively)

JUNE 30, 2013

	2013	2012	2011
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ -	\$ 500	\$ 500
Accounts receivable	2,449,964	1,810,208	671,255
Intercompany receivable	-	-	579,362
Prepaid expenses and other current assets	11,394	12,744	12,431
Total Current Assets	<u>2,461,358</u>	<u>1,823,452</u>	<u>1,263,548</u>
Non-Current Assets:			
Fixed assets	211,351	56,101	6,494
Less: accumulated depreciation	<u>57,198</u>	<u>28,863</u>	<u>6,314</u>
Total Non-Current Assets	<u>154,153</u>	<u>27,238</u>	<u>180</u>
Total Assets	<u>\$ 2,615,511</u>	<u>\$ 1,850,690</u>	<u>\$ 1,263,728</u>
LIABILITIES			
Current Liabilities:			
Accounts payable	\$ 600,457	\$ 458,506	\$ 201,866
Intercompany payable	93,948	69,876	-
Deferred revenue	<u>70,389</u>	<u>8,970</u>	<u>-</u>
Total Current Liabilities	<u>764,794</u>	<u>537,352</u>	<u>201,866</u>
NET ASSETS			
Unrestricted	<u>1,850,717</u>	<u>1,313,338</u>	<u>1,061,862</u>
Total Net Assets	<u>1,850,717</u>	<u>1,313,338</u>	<u>1,061,862</u>
Total Liabilities and Net Assets	<u>\$ 2,615,511</u>	<u>\$ 1,850,690</u>	<u>\$ 1,263,728</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO LOCKE 1 COLLEGE PREPARATORY ACADEMY
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CHANGES IN UNRESTRICTED NET ASSETS			
Unrestricted revenues:			
State apportionments	\$ 3,540,230	\$ 3,465,931	\$ 2,435,057
Federal revenue	770,349	602,314	570,700
Other State revenue	2,208,711	1,853,927	1,378,424
Contributions and grants	155,837	72,181	2,138
Local revenue	1,658,150	1,499,552	640,959
Total Revenues	<u>8,333,277</u>	<u>7,493,905</u>	<u>5,027,278</u>
EXPENSES			
Program services:			
Salaries and benefits	4,489,875	4,125,414	3,032,414
Student services	1,247,525	1,285,816	355,259
Materials and supplies	92,402	93,444	81,797
Student nutrition	323,169	273,590	194,032
Special Education fee	108,570	105,940	112,374
Other expenses	2,636	447	2,856
Depreciation	25,501	20,294	1,948
Occupancy	502,927	397,602	196,106
Non-capital outlay	132,609	155,061	100,199
Subtotal	<u>6,925,214</u>	<u>6,457,608</u>	<u>4,076,985</u>
Management and general:			
District supervisory fee	52,926	50,052	34,629
Depreciation	2,834	2,255	217
Insurance	1,728	3,287	3,960
Occupancy	55,881	44,178	21,790
Operating expenses	48,046	49,375	27,208
Debt service	-	807	1,677
Subtotal	<u>161,415</u>	<u>149,954</u>	<u>89,481</u>
Total Expenses	<u>7,086,629</u>	<u>6,607,562</u>	<u>4,166,466</u>
OPERATING TRANSFERS			
Operating transfer in	495	2,271	-
Operating transfer out	(709,764)	(637,138)	(341,454)
Total Operating Transfers	<u>(709,269)</u>	<u>(634,867)</u>	<u>(341,454)</u>
INCREASE IN UNRESTRICTED NET ASSETS	<u>537,379</u>	<u>251,476</u>	<u>519,358</u>
NET ASSETS, BEGINNING OF YEAR	<u>1,313,338</u>	<u>1,061,862</u>	<u>542,504</u>
NET ASSETS, END OF YEAR	<u>\$ 1,850,717</u>	<u>\$ 1,313,338</u>	<u>\$ 1,061,862</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO LOCKE 1 COLLEGE PREPARATORY ACADEMY
STATEMENT OF CASH FLOWS

(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase in unrestricted net assets	\$ 537,379	\$ 251,476	\$ 519,358
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:			
Depreciation expense	28,335	22,549	2,165
Changes in operating assets and liabilities:			
(Increase) Decrease in assets			
Accounts receivable	(639,756)	(1,138,953)	(127,603)
Intercompany receivable	-	579,362	(286,229)
Prepaid expenses and other current assets	1,350	(313)	(5,931)
Increase (Decrease) in liabilities			
Accounts payable	141,951	256,640	101,994
Intercompany payable	24,072	69,876	-
Deferred revenue	61,419	8,970	(228,504)
Net Cash Provided (Used) by Operating Activities	154,750	49,607	(24,750)
CASH FLOWS FROM INVESTING ACTIVITIES			
Capital expenditures	(155,250)	(49,607)	-
NET DECREASE IN CASH	(500)	-	(24,750)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	500	500	25,250
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ -	\$ 500	\$ 500

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO LOCKE 2 COLLEGE PREPARATORY ACADEMY
STATEMENT OF FINANCIAL POSITION

(With summarized financial information at June 30, 2012 and 2011, respectively)

JUNE 30, 2013

	2013	2012	2011
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ -	\$ 250	\$ 250
Accounts receivable	2,051,616	1,614,114	558,416
Intercompany receivable	-	-	429,837
Prepaid expenses and other current assets	420	28,852	16,145
Total Current Assets	<u>2,052,036</u>	<u>1,643,216</u>	<u>1,004,648</u>
Non-Current Assets:			
Fixed assets	281,119	132,587	6,494
Less: accumulated depreciation	<u>132,191</u>	<u>53,540</u>	<u>5,953</u>
Total Non-Current Assets	148,928	79,047	541
Total Assets	<u>\$ 2,200,964</u>	<u>\$ 1,722,263</u>	<u>\$ 1,005,189</u>
LIABILITIES			
Current Liabilities:			
Accounts payable	\$ 539,463	\$ 498,900	\$ 214,792
Intercompany payable	246,912	89,556	-
Deferred revenue	56,324	-	-
Total Current Liabilities	<u>842,699</u>	<u>588,456</u>	<u>214,792</u>
NET ASSETS			
Unrestricted	1,358,265	1,133,807	790,397
Total Net Assets	<u>1,358,265</u>	<u>1,133,807</u>	<u>790,397</u>
Total Liabilities and Net Assets	<u>\$ 2,200,964</u>	<u>\$ 1,722,263</u>	<u>\$ 1,005,189</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO LOCKE 2 COLLEGE PREPARATORY ACADEMY
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CHANGES IN UNRESTRICTED NET ASSETS			
Unrestricted revenues:			
State apportionments	\$ 3,017,462	\$ 3,520,077	\$ 2,033,361
Federal revenue	674,699	542,389	469,429
Other State revenue	2,079,027	1,784,396	1,162,792
Contributions and grants	151,082	31,499	1,378
Local revenue	941,885	1,052,939	535,815
Total Revenues	<u>6,864,155</u>	<u>6,931,300</u>	<u>4,202,775</u>
EXPENSES			
Program services:			
Salaries and benefits	4,139,584	4,146,089	2,262,167
Student services	613,744	545,760	405,936
Materials and supplies	104,773	132,062	51,812
Student nutrition	229,138	241,664	149,423
Special Education fee	92,596	107,488	93,842
Other expenses	1,671	896	1,332
Depreciation	70,786	42,828	1,948
Occupancy	426,867	431,026	175,018
Non-capital outlay	148,252	120,918	102,737
Subtotal	<u>5,827,411</u>	<u>5,768,731</u>	<u>3,244,215</u>
Management and general:			
District supervisory fee	45,148	49,639	28,903
Depreciation	7,865	4,759	217
Insurance	1,692	3,424	3,603
Occupancy	47,430	47,892	19,446
Operating expenses	57,264	64,744	21,029
Debt service	-	2,475	5,148
Subtotal	<u>159,399</u>	<u>172,933</u>	<u>78,346</u>
Total Expenses	<u>5,986,810</u>	<u>5,941,664</u>	<u>3,322,561</u>
OPERATING TRANSFERS			
Operating transfer in	315	6,683	-
Operating transfer out	(653,202)	(652,909)	(295,929)
Total Operating Transfers	<u>(652,887)</u>	<u>(646,226)</u>	<u>(295,929)</u>
INCREASE IN UNRESTRICTED NET ASSETS			
	<u>224,458</u>	<u>343,410</u>	<u>584,285</u>
NET ASSETS, BEGINNING OF YEAR			
	<u>1,133,807</u>	<u>790,397</u>	<u>206,112</u>
NET ASSETS, END OF YEAR			
	<u>\$ 1,358,265</u>	<u>\$ 1,133,807</u>	<u>\$ 790,397</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO LOCKE 2 COLLEGE PREPARATORY ACADEMY
STATEMENT OF CASH FLOWS

(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase in unrestricted net assets	\$ 224,458	\$ 343,410	\$ 584,285
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:			
Depreciation expense	78,651	47,587	2,165
Changes in operating assets and liabilities:			
(Increase) Decrease in assets			
Accounts receivable	(437,502)	(1,055,698)	(62,919)
Intercompany receivable	-	429,837	(406,655)
Prepaid expenses and other current assets	28,432	(12,707)	(2,310)
Increase (Decrease) in liabilities			
Accounts payable	40,563	284,108	73,101
Intercompany payable	157,356	89,556	-
Deferred revenue	56,324	-	(212,667)
Net Cash Provided (Used) by Operating Activities	<u>148,282</u>	<u>126,093</u>	<u>(25,000)</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Capital expenditures	<u>(148,532)</u>	<u>(126,093)</u>	<u>-</u>
NET DECREASE IN CASH	<u>(250)</u>	<u>-</u>	<u>(25,000)</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>250</u>	<u>250</u>	<u>25,250</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ 250</u>	<u>\$ 250</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ALAIN LEROY LOCKE 3 COLLEGE PREPARATORY ACADEMY
STATEMENT OF FINANCIAL POSITION
(With summarized financial information at June 30, 2012 and 2011, respectively)

JUNE 30, 2013

	2013	2012	2011
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ -	\$ 1,500	\$ 1,750
Accounts receivable	1,556,488	917,908	428,061
Intercompany receivable	2,356,798	3,105,632	3,525,428
Prepaid expenses and other current assets	30	19,032	24,450
Total Current Assets	<u>3,913,316</u>	<u>4,044,072</u>	<u>3,979,689</u>
Non-Current Assets:			
Fixed assets	260,773	112,241	64,939
Less: accumulated depreciation	111,845	86,260	61,692
Total Non-Current Assets	<u>148,928</u>	<u>25,981</u>	<u>3,247</u>
Total Assets	<u>\$ 4,062,244</u>	<u>\$ 4,070,053</u>	<u>\$ 3,982,936</u>
LIABILITIES			
Current Liabilities:			
Accounts payable	\$ 1,420,105	\$ 1,450,429	\$ 1,975,226
Deferred revenue	-	-	32,171
Current portion of long-term obligation	98,233	56,364	-
Total Current Liabilities	<u>1,518,338</u>	<u>1,506,793</u>	<u>2,007,397</u>
Long-Term Obligation			
Non-current portion of long-term obligations	456,615	512,979	-
Total Liabilities	<u>1,974,953</u>	<u>2,019,772</u>	<u>2,007,397</u>
NET ASSETS			
Unrestricted	2,087,291	2,050,281	1,975,539
Total Net Assets	<u>2,087,291</u>	<u>2,050,281</u>	<u>1,975,539</u>
Total Liabilities and Net Assets	<u>\$ 4,062,244</u>	<u>\$ 4,070,053</u>	<u>\$ 3,982,936</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ALAIN LEROY LOCKE 3 COLLEGE PREPARATORY ACADEMY
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CHANGES IN UNRESTRICTED NET ASSETS			
Unrestricted revenues:			
State apportionments	\$ 1,949,269	\$ 2,363,072	\$ 2,635,083
Federal revenue	863,837	696,656	1,056,194
Other State revenue	1,666,678	2,213,415	1,928,656
Contributions and grants	153,106	22,114	3,760
Local revenue	613,294	674,441	696,961
Total Revenues	<u>5,246,184</u>	<u>5,969,698</u>	<u>6,320,654</u>
EXPENSES			
Program services:			
Salaries and benefits	3,423,249	3,526,918	3,960,977
Student services	371,233	346,304	899,411
Materials and supplies	112,078	61,815	73,580
Student nutrition	113,641	134,366	125,017
Special Education fee	59,794	72,027	113,386
Other expenses	542	3,631	2,248
Depreciation	23,026	22,111	19,481
Occupancy	403,206	337,514	453,255
Non-capital outlay	96,000	103,686	116,508
Subtotal	<u>4,602,769</u>	<u>4,608,372</u>	<u>5,763,863</u>
Management and general:			
District supervisory fee	29,732	35,268	39,654
Depreciation	2,559	2,457	2,165
Insurance	1,198	2,605	5,327
Occupancy	44,801	37,502	50,362
Operating expenses	42,047	628,839	46,763
Debt service	-	3,083	14,986
Subtotal	<u>120,337</u>	<u>709,754</u>	<u>159,257</u>
Total Expenses	<u>4,723,106</u>	<u>5,318,126</u>	<u>5,923,120</u>
OPERATING TRANSFERS			
Operating transfer in	950	-	-
Operating transfer out	(487,018)	(576,830)	(518,044)
Total Operating Transfers	<u>(486,068)</u>	<u>(576,830)</u>	<u>(518,044)</u>
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS			
	<u>37,010</u>	<u>74,742</u>	<u>(120,510)</u>
NET ASSETS, BEGINNING OF YEAR	<u>2,050,281</u>	<u>1,975,539</u>	<u>2,096,049</u>
NET ASSETS, END OF YEAR	<u>\$ 2,087,291</u>	<u>\$ 2,050,281</u>	<u>\$ 1,975,539</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ALAIN LEROY LOCKE 3 COLLEGE PREPARATORY ACADEMY
STATEMENT OF CASH FLOWS

(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase (Decrease) in unrestricted net assets	\$ 37,010	\$ 74,742	\$ (120,510)
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:			
Depreciation expense	25,585	24,568	21,646
Changes in operating assets and liabilities:			
(Increase) Decrease in assets			
Accounts receivable	(638,580)	(489,847)	396,258
Intercompany receivable	748,834	419,796	(488,028)
Prepaid expenses and other current assets	19,002	5,418	5,340
Increase (Decrease) in liabilities			
Accounts payable	(30,324)	(524,797)	816,083
Deferred revenue	-	(32,171)	(780,789)
Net Cash Provided (Used) by Operating Activities	<u>161,527</u>	<u>(522,291)</u>	<u>(150,000)</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Capital expenditures	<u>(148,532)</u>	<u>(47,302)</u>	<u>-</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Loan proceeds	-	569,343	-
Loan principal payments	<u>(14,495)</u>	<u>-</u>	<u>-</u>
Net Cash Provided by Investing Activities	<u>(14,495)</u>	<u>569,343</u>	<u>-</u>
NET DECREASE IN CASH	<u>(1,500)</u>	<u>(250)</u>	<u>(150,000)</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>1,500</u>	<u>1,750</u>	<u>151,750</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ 1,500</u>	<u>\$ 1,750</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO COLLEGE PREPARATORY ACADEMY
STATEMENT OF FINANCIAL POSITION
(With summarized financial information at June 30, 2012)

JUNE 30, 2013

	<u>2013</u>	<u>2012</u>
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ -	\$ 250
Accounts receivable	1,080,170	632,694
Prepaid expenses and other current assets	755	53,699
Total Current Assets	<u>1,080,925</u>	<u>686,643</u>
Non-Current Assets:		
Fixed assets	14,714	14,714
Less: accumulated depreciation	9,422	4,328
Total Non-Current Assets	<u>5,292</u>	<u>10,386</u>
Total Assets	<u>\$ 1,086,217</u>	<u>\$ 697,029</u>
LIABILITIES		
Current Liabilities:		
Accounts payable	\$ 201,675	\$ 115,526
Intercompany payable	964,899	500,976
Deferred revenue	64	-
Current portion of long-term obligation	62,500	-
Total Current Liabilities	<u>1,229,138</u>	<u>616,502</u>
Long-Term Obligation		
Non-current portion of long-term obligations	125,000	-
Total Liabilities	<u>1,354,138</u>	<u>616,502</u>
NET ASSETS (DEFICIT)		
Unrestricted	<u>(267,921)</u>	<u>80,527</u>
Total Net Assets (Deficit)	<u>(267,921)</u>	<u>80,527</u>
Total Liabilities and Net Assets	<u>\$ 1,086,217</u>	<u>\$ 697,029</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO COLLEGE PREPARATORY ACADEMY
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With summarized financial information for the year ended June 30, 2012)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	\$ 2,037,870	\$ 1,634,392
Federal revenue	240,677	149,990
Other State revenue	743,114	606,641
Contributions and grants	222,319	783,250
Local revenue	624,596	466,351
Total Revenues	<u>3,868,576</u>	<u>3,640,624</u>
EXPENSES		
Program services:		
Salaries and benefits	2,767,039	2,259,064
Student services	460,656	423,732
Materials and supplies	120,721	131,389
Special Education fee	62,937	50,525
Other expenses	-	287
Depreciation	4,585	3,895
Occupancy	194,831	224,707
Non-capital outlay	128,685	83,854
Subtotal	<u>3,739,454</u>	<u>3,177,453</u>
Management and general:		
District supervisory fee	30,006	24,200
Depreciation	509	433
Insurance	1,192	2,944
Occupancy	21,648	24,967
Operating expenses	84,673	71,664
Debt service	438	421
Subtotal	<u>138,466</u>	<u>124,629</u>
Total Expenses	<u>3,877,920</u>	<u>3,302,082</u>
OPERATING TRANSFERS		
Operating transfer in	180	4,609
Operating transfer out	(339,284)	(262,624)
Total Operating Transfers	<u>(339,104)</u>	<u>(258,015)</u>
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	<u>(348,448)</u>	<u>80,527</u>
NET ASSETS, BEGINNING OF YEAR	<u>80,527</u>	<u>-</u>
NET ASSETS (DEFICIT), END OF YEAR	<u>\$ (267,921)</u>	<u>\$ 80,527</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ÁNIMO COLLEGE PREPARATORY ACADEMY
STATEMENT OF CASH FLOWS
(With summarized financial information for the year ended June 30, 2012)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012
CASH FLOWS FROM OPERATING ACTIVITIES		
Increase in unrestricted net assets	\$ (348,448)	\$ 80,527
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation expense	5,094	4,328
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(447,476)	(632,694)
Prepaid expenses and other current assets	52,944	(53,699)
Increase (Decrease) in liabilities		
Accounts payable	86,149	115,526
Intercompany payable	463,923	500,976
Deferred revenue	64	-
Net Cash Provided (Used) by Operating Activities	<u>(187,750)</u>	<u>14,964</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	-	(14,714)
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan proceeds	250,000	-
Loan principal payments	(62,500)	-
Net Cash Provided by Investing Activities	<u>187,500</u>	<u>-</u>
NET INCREASE (DECREASE) IN CASH	<u>(250)</u>	<u>250</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>250</u>	<u>-</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ 250</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS HEADQUARTERS
STATEMENT OF FINANCIAL POSITION

(With summarized financial information at June 30, 2012 and 2011, respectively)

JUNE 30, 2013

	2013	2012	2011
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ 13,461,067	\$ 21,084,572	\$ 20,562,793
Accounts receivable	873,987	738,532	488,252
Prepaid expenses and other current assets	820,599	191,311	232,224
Total Current Assets	<u>15,155,653</u>	<u>22,014,415</u>	<u>21,283,269</u>
Non-Current Assets:			
Security deposits	373,122	221,622	352,470
Noncurrent receivable	403,253	403,253	545,141
Fixed assets	7,017,324	6,697,068	13,555,912
Less: accumulated depreciation	<u>5,622,791</u>	<u>5,433,930</u>	<u>6,622,859</u>
Total Non-Current Assets	<u>2,170,908</u>	<u>1,888,013</u>	<u>7,830,664</u>
Total Assets	<u>\$ 17,326,561</u>	<u>\$ 23,902,428</u>	<u>\$ 29,113,933</u>
LIABILITIES			
Current Liabilities:			
Accounts payable	\$ 5,233,179	\$ 6,913,778	\$ 7,556,743
Intercompany payable	4,885,425	7,336,704	4,341,719
Deferred revenue	1,906,419	732,019	170,080
Current portion of long-term obligations	<u>593,869</u>	<u>536,821</u>	<u>7,827,159</u>
Total Current Liabilities	<u>12,618,892</u>	<u>15,519,322</u>	<u>19,895,701</u>
Long-Term Obligations:			
Non-current portion of long-term obligations	<u>3,989,763</u>	<u>3,942,967</u>	<u>3,825,072</u>
Total Liabilities	<u>16,608,655</u>	<u>19,462,289</u>	<u>23,720,773</u>
NET ASSETS			
Unrestricted	<u>717,906</u>	<u>4,440,139</u>	<u>5,393,160</u>
Total Net Assets	<u>717,906</u>	<u>4,440,139</u>	<u>5,393,160</u>
Total Liabilities and Net Assets	<u>\$ 17,326,561</u>	<u>\$ 23,902,428</u>	<u>\$ 29,113,933</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS HEADQUARTERS
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CHANGES IN UNRESTRICTED NET ASSETS			
Unrestricted revenues:			
State apportionments	\$ -	\$ 12,394	\$ -
Federal revenue	2,480,006	2,060,865	1,727,512
Other State revenue	(44)	35,311	4,952
Contributions and grants	2,324,757	2,457,384	3,302,932
Donated services and property	1,165,936	513,611	-
Interest	4,400	4,096	16,746
Local revenue	573,929	954,811	1,024,779
Total Revenues	<u>6,548,984</u>	<u>6,038,472</u>	<u>6,076,921</u>
EXPENSES			
Program services:			
Salaries and benefits	4,122,829	3,499,180	2,671,109
Student services	1,794,230	1,435,989	1,380,764
Materials and supplies	102,863	106,503	137,134
Other expenses	1,702,585	960,279	238,291
Non-capital outlay	352,756	184,600	143,651
Subtotal	<u>8,075,263</u>	<u>6,186,551</u>	<u>4,570,949</u>
Fund development:			
Salaries and benefits	294,491	313,056	280,000
Operating expenses	26,889	66,148	26,086
Outside services	148,363	101,906	285,796
Subtotal	<u>469,743</u>	<u>481,110</u>	<u>591,882</u>
Management and general:			
Salary and benefits	6,251,237	5,415,935	5,095,980
Depreciation	754,649	847,366	1,164,729
Insurance	101,660	84,176	20,266
Occupancy	855,958	777,712	837,862
Operating expenses	2,297,015	2,234,044	2,068,364
Debt service	259,243	271,077	293,296
Subtotal	<u>10,519,762</u>	<u>9,630,310</u>	<u>9,480,497</u>
Total Expenses	<u>19,064,768</u>	<u>16,297,971</u>	<u>14,643,328</u>
OTHER SOURCES AND OPERATING TRANSFERS			
Operating transfer in	8,984,067	8,802,146	5,700,827
Other sources	-	1,270,304	1,047,914
Operating transfer out	(190,516)	(765,972)	(261,144)
Total Other Sources and Operating Transfers	<u>8,793,551</u>	<u>9,306,478</u>	<u>6,487,597</u>
DECREASE IN UNRESTRICTED NET ASSETS	<u>(3,722,233)</u>	<u>(953,021)</u>	<u>(2,078,810)</u>
NET ASSETS, BEGINNING OF YEAR	<u>4,440,139</u>	<u>5,393,160</u>	<u>7,471,970</u>
NET ASSETS, END OF YEAR	<u>\$ 717,906</u>	<u>\$ 4,440,139</u>	<u>\$ 5,393,160</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS HEADQUARTERS
STATEMENT OF CASH FLOWS

(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES			
Decrease in unrestricted net assets	\$ (3,722,233)	\$ (953,021)	\$ (2,078,810)
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:			
Depreciation expense	754,649	847,366	1,164,729
Changes in operating assets and liabilities:			
(Increase) Decrease in assets			
Accounts receivable	(135,455)	(250,280)	1,274,857
Intercompany receivable	-	-	13,682,197
Prepaid expenses and other current assets	(629,288)	40,913	(225,122)
Noncurrent receivable	-	141,888	(2,897)
Increase (Decrease) in liabilities			
Accounts payable	(1,680,599)	(642,965)	419,805
Intercompany payable	(2,451,279)	2,994,985	4,341,719
Deferred revenue	1,174,400	561,939	(224,253)
Net Cash Provided (Used) by Operating Activities	<u>(6,689,805)</u>	<u>2,740,825</u>	<u>18,352,225</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Cash received (paid) for security deposits, net	(151,500)	130,848	(97,253)
Restricted cash (received) used for construction	-	-	65,053
Capital expenditures	(320,256)	(965,148)	(628,979)
Change to capital assets, net	<u>(565,788)</u>	<u>5,787,697</u>	<u>(77,041)</u>
Net Cash Provided (Used) by Investing Activities	<u>(1,037,544)</u>	<u>4,953,397</u>	<u>(738,220)</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Loan proceeds	896,443	965,148	732,000
Loan principal payments	<u>(792,599)</u>	<u>(8,137,591)</u>	<u>(6,700,861)</u>
Net Cash Provided (Used) by Financing Activities	<u>103,844</u>	<u>(7,172,443)</u>	<u>(5,968,861)</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>(7,623,505)</u>	<u>521,779</u>	<u>11,645,144</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>21,084,572</u>	<u>20,562,793</u>	<u>8,917,649</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 13,461,067</u>	<u>\$ 21,084,572</u>	<u>\$ 20,562,793</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

DELTA PROPERTIES, INC.
STATEMENT OF FINANCIAL POSITION
(With summarized financial information at June 30, 2012 and 2011, respectively)

JUNE 30, 2013

	2013	2012	2011
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ 351,871	\$ 122,042	\$ 75,078
Restricted assets			
Cash held for restricted purposes	2,204,031	2,460,372	79,523
Accounts receivable	29,978	71,469	182,924
Prepaid expenses and other current assets	5,724	665	9,276
Total Current Assets	<u>2,591,604</u>	<u>2,654,548</u>	<u>346,801</u>
Non-Current Assets:			
Debt issue cost, net	2,836,806	2,941,738	1,309,944
Fixed assets	57,065,975	56,876,215	27,819,446
Less: accumulated depreciation	3,567,133	2,248,944	1,133,652
Total Non-Current Assets	<u>56,335,648</u>	<u>57,569,009</u>	<u>27,995,738</u>
Total Assets	<u>\$ 58,927,252</u>	<u>\$ 60,223,557</u>	<u>\$ 28,342,539</u>
LIABILITIES			
Current Liabilities:			
Accounts payable	\$ 175,550	\$ 469,415	\$ 182,923
Interest payable	388,581	423,929	94,810
Deferred revenue	184,193	60,547	54,622
Current portion of long-term obligations	185,992	157,442	88,528
Total Current Liabilities	<u>934,316</u>	<u>1,111,333</u>	<u>420,883</u>
Long-Term Obligations:			
Non-current portion of long-term obligations	<u>59,749,715</u>	<u>59,927,790</u>	<u>28,383,173</u>
Total Liabilities	<u>60,684,031</u>	<u>61,039,123</u>	<u>28,804,056</u>
NET ASSETS (DEFICIT)			
Unrestricted	<u>(1,756,779)</u>	<u>(815,566)</u>	<u>(461,517)</u>
Total Net Assets (Deficit)	<u>(1,756,779)</u>	<u>(815,566)</u>	<u>(461,517)</u>
Total Liabilities and Net Assets	<u>\$ 58,927,252</u>	<u>\$ 60,223,557</u>	<u>\$ 28,342,539</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

DELTA PROPERTIES, INC.

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CHANGES IN UNRESTRICTED NET ASSETS			
Unrestricted revenues:			
Contributions and grants	\$ 60,535	\$ 464,651	\$ 4,895
Interest	628	464	-
Local revenue	3,729,940	3,577,840	1,657,518
Total Revenues	<u>3,791,103</u>	<u>4,042,955</u>	<u>1,662,413</u>
EXPENSES			
Program services:			
Other expenses	62,877	228,784	39,781
Depreciation	1,318,190	1,115,291	548,645
Occupancy	22,640	-	-
Debt service	3,147,911	2,911,469	1,571,292
Amortization	104,931	93,484	47,422
Subtotal	<u>4,656,549</u>	<u>4,349,028</u>	<u>2,207,140</u>
Management and general:			
Salary and benefits	16,556	4,951	4,895
Operating expenses	59,211	43,025	28,178
Subtotal	<u>75,767</u>	<u>47,976</u>	<u>33,073</u>
Total Expenses	<u>4,732,316</u>	<u>4,397,004</u>	<u>2,240,213</u>
DECREASE IN UNRESTRICTED NET ASSETS	<u>(941,213)</u>	<u>(354,049)</u>	<u>(577,800)</u>
NET ASSETS (DEFICIT), BEGINNING OF YEAR	<u>(815,566)</u>	<u>(461,517)</u>	<u>116,283</u>
NET ASSETS (DEFICIT), END OF YEAR	<u>\$ (1,756,779)</u>	<u>\$ (815,566)</u>	<u>\$ (461,517)</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

DELTA PROPERTIES, INC.
STATEMENT OF CASH FLOWS

(With summarized financial information for the year ended June 30, 2012 and 2011, respectively)

FOR THE YEAR ENDED JUNE 30, 2013

	2013	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES			
Decrease in unrestricted net assets	\$ (941,213)	\$ (354,049)	\$ (577,800)
Adjustments to reconcile change in net assets to net cash provided by operating activities:			
Depreciation expense	1,318,190	1,115,291	548,645
Amortization expense (including bond discount)	112,849	100,743	47,422
Changes in operating assets and liabilities:			
(Increase) Decrease in assets			
Accounts receivable	41,491	111,455	(80,374)
Prepaid expenses and other current assets	(5,059)	8,611	(8,611)
Increase (Decrease) in liabilities			
Accounts payable	(293,865)	286,492	82,256
Interest payable	(35,348)	329,119	(260)
Deferred revenue	123,646	5,925	38,111
Net Cash Provided by Operating Activities	<u>320,691</u>	<u>1,603,587</u>	<u>49,389</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Restricted cash (received) used for construction	256,341	(2,380,849)	108,831
Capital expenditures	(189,760)	(29,056,769)	-
Net Cash Provided (Used) by Investing Activities	<u>66,581</u>	<u>(31,437,618)</u>	<u>108,831</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Loan proceeds	-	31,694,800	-
Loan principal payments	(157,443)	(88,527)	(85,835)
Debt issue cost payments	-	(1,725,278)	-
Net Cash Provided (Used) by Financing Activities	<u>(157,443)</u>	<u>29,880,995</u>	<u>(85,835)</u>
NET INCREASE IN CASH	<u>229,829</u>	<u>46,964</u>	<u>72,385</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>122,042</u>	<u>75,078</u>	<u>2,693</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 351,871</u>	<u>\$ 122,042</u>	<u>\$ 75,078</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF FINANCIAL POSITION

JUNE 30, 2013

	Green Dot Headquarters	Delta	Ánimo Leadership CHS	Ánimo Inglewood CHS
ASSETS				
Current Assets:				
Cash and cash equivalents	\$ 13,461,067	\$ 351,871	\$ -	\$ -
Restricted assets				
Cash held for restricted purposes	-	2,204,031	5,026,791	-
Accounts receivable	873,987	29,978	2,394,786	2,831,140
Intercompany receivable	-	-	4,121,147	-
Prepaid expenses and other current assets	820,599	5,724	5,875	41,486
Total Current Assets	<u>15,155,653</u>	<u>2,591,604</u>	<u>11,548,599</u>	<u>2,872,626</u>
Non-Current Assets:				
Debt issue cost, net	-	2,836,806	-	-
Security deposits	373,122	-	21,864	16,750
Noncurrent receivable	403,253	-	-	-
Fixed assets	7,017,324	57,065,975	12,119,238	249,819
Less: accumulated depreciation	5,622,791	3,567,133	436,947	68,515
Total Non-Current Assets	<u>2,170,908</u>	<u>56,335,648</u>	<u>11,704,155</u>	<u>198,054</u>
Total Assets	<u>\$ 17,326,561</u>	<u>\$ 58,927,252</u>	<u>\$ 23,252,754</u>	<u>\$ 3,070,680</u>
LIABILITIES				
Current Liabilities:				
Accounts payable	\$ 5,233,179	\$ 175,550	\$ 269,021	\$ 321,625
Interest payable	-	388,581	-	-
Intercompany payable	4,885,425	-	-	911,154
Deferred revenue	1,906,419	184,193	6,595,348	21,018
Current portion of long-term obligations	593,869	185,992	390,398	-
Total Current Liabilities	<u>12,618,892</u>	<u>934,316</u>	<u>7,254,767</u>	<u>1,253,797</u>
Long-Term Obligations:				
Non-current portion of long-term obligations	3,989,763	59,749,715	11,681,380	-
Total Liabilities	<u>16,608,655</u>	<u>60,684,031</u>	<u>18,936,147</u>	<u>1,253,797</u>
NET ASSETS (DEFICIT)				
Unrestricted	717,906	(1,756,779)	4,316,607	1,816,883
Total Net Assets (Deficit)	<u>717,906</u>	<u>(1,756,779)</u>	<u>4,316,607</u>	<u>1,816,883</u>
Total Liabilities and Net Assets	<u>\$ 17,326,561</u>	<u>\$ 58,927,252</u>	<u>\$ 23,252,754</u>	<u>\$ 3,070,680</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF FINANCIAL POSITION (Continued)

JUNE 30, 2013

	Ánimo Oscar De La Hoya CHS	Ánimo South Los Angeles CHS	Ánimo CMS 3	Ánimo CMS 4
ASSETS				
Current Assets:				
Cash and cash equivalents	\$ -	\$ -	\$ -	\$ -
Restricted assets				
Cash held for restricted purposes	2,402,353	-	-	-
Accounts receivable	1,812,956	1,853,220	1,454,295	1,413,129
Intercompany receivable	1,324,796	2,673,438	-	-
Prepaid expenses and other current assets	2,663	-	13,987	14,017
Total Current Assets	<u>5,542,768</u>	<u>4,526,658</u>	<u>1,468,282</u>	<u>1,427,146</u>
Non-Current Assets:				
Debt issue cost, net	-	-	-	-
Security deposits	11,677	11,129	-	-
Noncurrent receivable	-	-	-	-
Fixed assets	13,920,395	265,221	66,876	64,738
Less: accumulated depreciation	1,732,982	45,580	19,285	18,522
Total Non-Current Assets	<u>12,199,090</u>	<u>230,770</u>	<u>47,591</u>	<u>46,216</u>
Total Assets	<u>\$ 17,741,858</u>	<u>\$ 4,757,428</u>	<u>\$ 1,515,873</u>	<u>\$ 1,473,362</u>
LIABILITIES				
Current Liabilities:				
Accounts payable	\$ 224,894	\$ 195,407	\$ 187,549	\$ 224,995
Interest payable	-	-	-	-
Intercompany payable	-	-	567,833	748,133
Deferred revenue	2,299,785	8	1,731	445
Current portion of long-term obligations	387,890	-	62,500	62,500
Total Current Liabilities	<u>2,912,569</u>	<u>195,415</u>	<u>819,613</u>	<u>1,036,073</u>
Long-Term Obligations:				
Non-current portion of long-term obligations	12,758,929	-	125,000	125,000
Total Liabilities	<u>15,671,498</u>	<u>195,415</u>	<u>944,613</u>	<u>1,161,073</u>
NET ASSETS (DEFICIT)				
Unrestricted	2,070,360	4,562,013	571,260	312,289
Total Net Assets (Deficit)	<u>2,070,360</u>	<u>4,562,013</u>	<u>571,260</u>	<u>312,289</u>
Total Liabilities and Net Assets	<u>\$ 17,741,858</u>	<u>\$ 4,757,428</u>	<u>\$ 1,515,873</u>	<u>\$ 1,473,362</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF FINANCIAL POSITION (Continued)

JUNE 30, 2013

	Ánimo Venice CHS	Ánimo Westside CMS	Ánimo Jackie Robinson CHS	Ánimo Jefferson CMS
ASSETS				
Current Assets:				
Cash and cash equivalents	\$ -	\$ -	\$ -	\$ -
Restricted assets				
Cash held for restricted purposes	-	-	-	-
Accounts receivable	1,627,266	535,205	1,727,829	1,519,065
Intercompany receivable	-	-	3,298,637	-
Prepaid expenses and other current assets	-	7,170	745	53,363
Total Current Assets	<u>1,627,266</u>	<u>542,375</u>	<u>5,027,211</u>	<u>1,572,428</u>
Non-Current Assets:				
Debt issue cost, net	-	-	-	-
Security deposits	5,243	153,000	-	-
Noncurrent receivable	-	-	-	-
Fixed assets	10,379,341	253,473	-	10,910
Less: accumulated depreciation	1,303,100	2,625	-	1,538
Total Non-Current Assets	<u>9,081,484</u>	<u>403,848</u>	<u>-</u>	<u>9,372</u>
Total Assets	<u>\$ 10,708,750</u>	<u>\$ 946,223</u>	<u>\$ 5,027,211</u>	<u>\$ 1,581,800</u>
LIABILITIES				
Current Liabilities:				
Accounts payable	\$ 197,135	\$ 67,958	\$ 270,173	\$ 158,533
Interest payable	-	-	-	-
Intercompany payable	1,068,691	2,180,858	-	685,176
Deferred revenue	785	-	2,583	622
Current portion of long-term obligations	227,701	62,500	-	62,500
Total Current Liabilities	<u>1,494,312</u>	<u>2,311,316</u>	<u>272,756</u>	<u>906,831</u>
Long-Term Obligations:				
Non-current portion of long-term obligations	7,590,475	125,000	-	62,500
Total Liabilities	<u>9,084,787</u>	<u>2,436,316</u>	<u>272,756</u>	<u>969,331</u>
NET ASSETS (DEFICIT)				
Unrestricted	1,623,963	(1,490,093)	4,754,455	612,469
Total Net Assets (Deficit)	<u>1,623,963</u>	<u>(1,490,093)</u>	<u>4,754,455</u>	<u>612,469</u>
Total Liabilities and Net Assets	<u>\$ 10,708,750</u>	<u>\$ 946,223</u>	<u>\$ 5,027,211</u>	<u>\$ 1,581,800</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF FINANCIAL POSITION (Continued)

JUNE 30, 2013

	Ánimo Ralph Bunche CHS	Ánimo Pat Brown CHS	Ánimo Locke Tech CHS	Ánimo Watts CPA
ASSETS				
Current Assets:				
Cash and cash equivalents	\$ -	\$ -	\$ -	\$ -
Restricted assets				
Cash held for restricted purposes	-	7,185,684	321,842	-
Accounts receivable	2,096,984	2,343,073	1,363,518	1,561,336
Intercompany receivable	3,107,490	776,844	-	-
Prepaid expenses and other current assets	53,577	43,477	-	28,435
Total Current Assets	<u>5,258,051</u>	<u>10,349,078</u>	<u>1,685,360</u>	<u>1,589,771</u>
Non-Current Assets:				
Debt issue cost, net	-	-	-	-
Security deposits	8,000	2,000	42,500	-
Noncurrent receivable	-	-	-	-
Fixed assets	182,974	802,947	4,255,068	35,428
Less: accumulated depreciation	162,982	120,422	1,559,458	13,501
Total Non-Current Assets	<u>27,992</u>	<u>684,525</u>	<u>2,738,110</u>	<u>21,927</u>
Total Assets	<u>\$ 5,286,043</u>	<u>\$ 11,033,603</u>	<u>\$ 4,423,470</u>	<u>\$ 1,611,698</u>
LIABILITIES				
Current Liabilities:				
Accounts payable	\$ 218,731	\$ 445,648	\$ 248,478	\$ 170,311
Interest payable	-	-	-	-
Intercompany payable	-	-	4,810,015	496,106
Deferred revenue	140	7,177,874	51,769	13,107
Current portion of long-term obligations	-	-	20,000	20,000
Total Current Liabilities	<u>218,871</u>	<u>7,623,522</u>	<u>5,130,262</u>	<u>699,524</u>
Long-Term Obligations:				
Non-current portion of long-term obligations	-	676,818	20,000	20,000
Total Liabilities	<u>218,871</u>	<u>8,300,340</u>	<u>5,150,262</u>	<u>719,524</u>
NET ASSETS (DEFICIT)				
Unrestricted	5,067,172	2,733,263	(726,792)	892,174
Total Net Assets (Deficit)	<u>5,067,172</u>	<u>2,733,263</u>	<u>(726,792)</u>	<u>892,174</u>
Total Liabilities and Net Assets	<u>\$ 5,286,043</u>	<u>\$ 11,033,603</u>	<u>\$ 4,423,470</u>	<u>\$ 1,611,698</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF FINANCIAL POSITION (Continued)

JUNE 30, 2013

	Ánimo Locke 1 CPA	Ánimo Locke 2 CPA	Alain Leroy Locke 3 CPA	Ánimo CPA
ASSETS				
Current Assets:				
Cash and cash equivalents	\$ -	\$ -	\$ -	\$ -
Restricted assets				
Cash held for restricted purposes	-	-	-	-
Accounts receivable	2,449,964	2,051,616	1,556,488	1,080,170
Intercompany receivable	-	-	2,356,798	-
Prepaid expenses and other current assets	11,394	420	30	755
Total Current Assets	<u>2,461,358</u>	<u>2,052,036</u>	<u>3,913,316</u>	<u>1,080,925</u>
Non-Current Assets:				
Debt issue cost, net	-	-	-	-
Security deposits	-	-	-	-
Noncurrent receivable	-	-	-	-
Fixed assets	211,351	281,119	260,773	14,714
Less: accumulated depreciation	57,198	132,191	111,845	9,422
Total Non-Current Assets	<u>154,153</u>	<u>148,928</u>	<u>148,928</u>	<u>5,292</u>
Total Assets	<u>\$ 2,615,511</u>	<u>\$ 2,200,964</u>	<u>\$ 4,062,244</u>	<u>\$ 1,086,217</u>
LIABILITIES				
Current Liabilities:				
Accounts payable	\$ 600,457	\$ 539,463	\$ 1,420,105	\$ 201,675
Interest payable	-	-	-	-
Intercompany payable	93,948	246,912	-	964,899
Deferred revenue	70,389	56,324	-	64
Current portion of long-term obligations	-	-	98,233	62,500
Total Current Liabilities	<u>764,794</u>	<u>842,699</u>	<u>1,518,338</u>	<u>1,229,138</u>
Long-Term Obligations:				
Non-current portion of long-term obligations	-	-	456,615	125,000
Total Liabilities	<u>764,794</u>	<u>842,699</u>	<u>1,974,953</u>	<u>1,354,138</u>
NET ASSETS (DEFICIT)				
Unrestricted	1,850,717	1,358,265	2,087,291	(267,921)
Total Net Assets (Deficit)	<u>1,850,717</u>	<u>1,358,265</u>	<u>2,087,291</u>	<u>(267,921)</u>
Total Liabilities and Net Assets	<u>\$ 2,615,511</u>	<u>\$ 2,200,964</u>	<u>\$ 4,062,244</u>	<u>\$ 1,086,217</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF FINANCIAL POSITION (Continued)

JUNE 30, 2013

	<u>Elimination</u>	<u>Total</u>
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ -	\$ 13,812,938
Restricted assets		
Cash held for restricted purposes	-	17,140,701
Accounts receivable	(183,207)	32,392,798
Intercompany receivable	(17,659,150)	-
Prepaid expenses and other current assets	-	1,103,717
Total Current Assets	<u>(17,842,357)</u>	<u>64,450,154</u>
Non-Current Assets:		
Debt issue cost, net	-	2,836,806
Security deposits	-	645,285
Noncurrent receivable	-	403,253
Fixed assets	-	107,457,684
Less: accumulated depreciation	-	14,986,037
Total Non-Current Assets	<u>-</u>	<u>96,356,991</u>
Total Assets	<u>\$ (17,842,357)</u>	<u>\$ 160,807,145</u>
LIABILITIES		
Current Liabilities:		
Accounts payable	(183,207)	\$ 11,187,680
Interest payable	-	388,581
Intercompany payable	(17,659,150)	-
Deferred revenue	-	18,382,604
Current portion of long-term obligations	-	2,236,583
Total Current Liabilities	<u>(17,842,357)</u>	<u>32,195,448</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	-	97,506,195
Total Liabilities	<u>(17,842,357)</u>	<u>129,701,643</u>
NET ASSETS (DEFICIT)		
Unrestricted	-	31,105,502
Total Net Assets (Deficit)	<u>-</u>	<u>31,105,502</u>
Total Liabilities and Net Assets	<u>\$ (17,842,357)</u>	<u>\$ 160,807,145</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

FOR THE YEAR ENDED JUNE 30, 2013

	Green Dot Headquarters	Delta	Ánimo Leadership CHS	Ánimo Inglewood CHS
CHANGES IN UNRESTRICTED NET ASSETS				
Unrestricted revenues:				
State apportionments	\$ -	\$ -	\$ 3,536,077	\$ 3,054,549
Federal revenue	2,480,006	-	476,342	487,895
Other State revenue	(44)	-	774,544	1,209,713
Proposition 47 revenues	-	-	1,090,775	-
Proposition 55 revenues	-	-	-	-
Contributions and grants	2,324,757	60,535	7,661	2,611
Donated services and property	1,165,936	-	-	-
Interest	4,400	628	10,397	-
Local revenue	573,929	3,729,940	339,783	960,780
Total Revenues	<u>6,548,984</u>	<u>3,791,103</u>	<u>6,235,579</u>	<u>5,715,548</u>
EXPENSES				
Program services:				
Salaries and benefits	4,122,829	-	2,891,801	2,678,923
Student services	1,794,230	-	263,921	216,007
Materials and supplies	102,863	-	90,121	98,850
Student nutrition	-	-	197,654	174,421
Special Education fee	-	-	-	-
Other expenses	1,702,585	62,877	4,256	4,693
Depreciation	-	1,318,190	332,502	12,552
Occupancy	-	22,640	194,952	1,179,004
Non-capital outlay	352,756	-	66,533	81,558
Proposition expense	-	-	1,090,775	-
Debt service	-	3,147,911	-	-
Amortization	-	104,931	-	-
Subtotal	<u>8,075,263</u>	<u>4,656,549</u>	<u>5,132,515</u>	<u>4,446,008</u>
Fund development:				
Salaries and benefits	294,491	-	-	-
Operating expenses	26,889	-	-	-
Outside services	148,363	-	-	-
Subtotal	<u>469,743</u>	<u>-</u>	<u>-</u>	<u>-</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(Continued)

FOR THE YEAR ENDED JUNE 30, 2013

	Green Dot Headquarters	Delta	Ánimo Leadership CHS	Ánimo Inglewood CHS
EXPENSES (Continued)				
Management and general:				
Salary and benefits	\$ 6,251,237	\$ 16,556	\$ -	\$ -
District supervisory fee	-	-	41,442	41,533
Depreciation	754,649	-	36,945	1,395
Insurance	101,660	-	4,172	3,044
Occupancy	855,958	-	21,661	131,001
Operating expenses	2,297,015	59,211	72,916	40,649
Debt service	259,243	-	-	-
Subtotal	<u>10,519,762</u>	<u>75,767</u>	<u>177,136</u>	<u>217,622</u>
Total Expenses	<u>19,064,768</u>	<u>4,732,316</u>	<u>5,309,651</u>	<u>4,663,630</u>
OTHER SOURCES AND OPERATING TRANSFERS				
Operating transfer in	8,984,067	-	620	12,069
Operating transfer out	(190,516)	-	(470,685)	(464,827)
Total Other Sources and Operating Transfers	<u>8,793,551</u>	<u>-</u>	<u>(470,065)</u>	<u>(452,758)</u>
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS				
	<u>(3,722,233)</u>	<u>(941,213)</u>	<u>455,863</u>	<u>599,160</u>
NET ASSETS (DEFICIT), BEGINNING OF YEAR	<u>4,440,139</u>	<u>(815,566)</u>	<u>3,860,744</u>	<u>1,217,723</u>
NET ASSETS (DEFICIT), END OF YEAR	<u>\$ 717,906</u>	<u>\$ (1,756,779)</u>	<u>\$ 4,316,607</u>	<u>\$ 1,816,883</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(Continued)

FOR THE YEAR ENDED JUNE 30, 2013

	Ánimo Oscar De La Hoya CHS	Ánimo South Los Angeles CHS	Ánimo CMS 3	Ánimo CMS 4
CHANGES IN UNRESTRICTED NET ASSETS				
Unrestricted revenues:				
State apportionments	\$ 2,806,677	\$ 2,941,319	\$ 2,173,270	\$ 2,164,033
Federal revenue	572,699	693,356	999,515	953,224
Other State revenue	976,267	1,169,799	956,348	928,617
Proposition 47 revenues	-	-	-	-
Proposition 55 revenues	24,346	-	-	-
Contributions and grants	17,569	1,642	175,378	175,000
Donated services and property	-	-	-	-
Interest	1,989	-	-	-
Local revenue	861,713	929,304	798,024	792,216
Total Revenues	5,261,260	5,735,420	5,102,535	5,013,090
EXPENSES				
Program services:				
Salaries and benefits	2,881,412	2,843,583	3,177,110	3,253,761
Student services	336,877	249,509	362,035	406,717
Materials and supplies	106,652	104,181	100,082	128,320
Student nutrition	233,111	236,620	998	997
Special Education fee	117,634	136,257	82,676	82,326
Other expenses	-	994	302	-
Depreciation	418,068	27,681	13,289	12,603
Occupancy	226,041	602,712	203,675	199,148
Non-capital outlay	66,764	122,976	101,512	119,917
Proposition expense	24,347	-	-	-
Debt service	-	-	-	-
Amortization	-	-	-	-
Subtotal	4,410,906	4,324,513	4,041,679	4,203,789
Fund development:				
Salaries and benefits	-	-	-	-
Operating expenses	-	-	-	-
Outside services	-	-	-	-
Subtotal	-	-	-	-

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(Continued)

FOR THE YEAR ENDED JUNE 30, 2013

	Ánimo Oscar De La Hoya CHS	Ánimo South Los Angeles CHS	Ánimo CMS 3	Ánimo CMS 4
EXPENSES (Continued)				
Management and general:				
Salary and benefits	\$ -	\$ -	\$ -	\$ -
District supervisory fee	41,016	42,089	33,917	33,544
Depreciation	46,452	3,076	1,477	1,400
Insurance	5,237	2,214	1,125	1,117
Occupancy	25,116	66,968	22,631	22,128
Operating expenses	36,454	34,877	95,143	98,339
Debt service	391,755	-	438	438
Subtotal	546,030	149,224	154,731	156,966
Total Expenses	4,956,936	4,473,737	4,196,410	4,360,755
OTHER SOURCES AND OPERATING TRANSFERS				
Operating transfer in	495	660	660	1,155
Operating transfer out	(494,955)	(496,584)	(461,117)	(453,482)
Total Other Sources and Operating Transfers	(494,460)	(495,924)	(460,457)	(452,327)
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	(190,136)	765,759	445,668	200,008
NET ASSETS (DEFICIT), BEGINNING OF YEAR	2,260,496	3,796,254	125,592	112,281
NET ASSETS (DEFICIT), END OF YEAR	\$ 2,070,360	\$ 4,562,013	\$ 571,260	\$ 312,289

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(Continued)

FOR THE YEAR ENDED JUNE 30, 2013

	Ánimo Venice CHS	Ánimo Westside CMS	Ánimo Jackie Robinson CHS	Ánimo Jefferson CMS
CHANGES IN UNRESTRICTED NET ASSETS				
Unrestricted revenues:				
State apportionments	\$ 2,709,852	\$ 907,839	\$ 2,736,631	\$ 2,031,473
Federal revenue	383,414	204,359	552,751	857,241
Other State revenue	844,470	474,673	995,144	1,450,918
Proposition 47 revenues	-	-	-	-
Proposition 55 revenues	-	-	-	-
Contributions and grants	5,006	179,000	11,479	76,300
Donated services and property	-	-	-	-
Interest	-	-	-	-
Local revenue	1,195,147	405,562	845,342	790,065
Total Revenues	<u>5,137,889</u>	<u>2,171,433</u>	<u>5,141,347</u>	<u>5,205,997</u>
EXPENSES				
Program services:				
Salaries and benefits	2,813,242	1,347,332	3,021,159	2,421,156
Student services	249,461	380,962	199,406	332,517
Materials and supplies	81,612	72,662	76,433	102,141
Student nutrition	89,966	105,111	177,715	283,021
Special Education fee	124,063	70,467	125,692	156,474
Other expenses	3,769	8,765	-	-
Depreciation	310,900	2,362	-	755
Occupancy	335,814	770,601	183,170	764,581
Non-capital outlay	63,577	157,349	56,360	146,831
Proposition expense	-	-	-	-
Debt service	-	-	-	-
Amortization	-	-	-	-
Subtotal	<u>4,072,404</u>	<u>2,915,611</u>	<u>3,839,935</u>	<u>4,207,476</u>
Fund development:				
Salaries and benefits	-	-	-	-
Operating expenses	-	-	-	-
Outside services	-	-	-	-
Subtotal	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(Continued)

FOR THE YEAR ENDED JUNE 30, 2013

	Ánimo Venice CHS	Ánimo Westside CMS	Ánimo Jackie Robinson CHS	Ánimo Jefferson CMS
EXPENSES (Continued)				
Management and general:				
Salary and benefits	\$ -	\$ -	\$ -	\$ -
District supervisory fee	38,277	13,570	40,108	32,043
Depreciation	34,544	263	-	84
Insurance	3,920	1,829	1,288	2,770
Occupancy	37,313	85,622	20,352	84,954
Operating expenses	44,509	58,850	28,101	57,579
Debt service	204,222	438	-	665
Subtotal	362,785	160,572	89,849	178,095
Total Expenses	4,435,189	3,076,183	3,929,784	4,385,571
OTHER SOURCES AND OPERATING TRANSFERS				
Operating transfer in	290	1,114	-	330
Operating transfer out	(431,989)	(198,663)	(509,252)	(464,790)
Total Other Sources and Operating Transfers	(431,699)	(197,549)	(509,252)	(464,460)
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	271,001	(1,102,299)	702,311	355,966
NET ASSETS (DEFICIT), BEGINNING OF YEAR	1,352,962	(387,794)	4,052,144	256,503
NET ASSETS (DEFICIT), END OF YEAR	\$ 1,623,963	\$ (1,490,093)	\$ 4,754,455	\$ 612,469

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(Continued)

FOR THE YEAR ENDED JUNE 30, 2013

	Ánimo Ralph Bunche CHS	Ánimo Pat Brown CHS	Ánimo Locke Tech CHS	Ánimo Watts CHS
CHANGES IN UNRESTRICTED NET ASSETS				
Unrestricted revenues:				
State apportionments	\$ 3,214,956	\$ 2,707,452	\$ 2,054,093	\$ 2,249,618
Federal revenue	728,559	555,741	452,676	538,495
Other State revenue	1,675,838	1,381,816	950,206	1,220,359
Proposition 47 revenues	-	-	-	-
Proposition 55 revenues	-	659,673	-	-
Contributions and grants	1,491	3,375	1,426	3,435
Donated services and property	-	-	-	-
Interest	-	7,844	-	-
Local revenue	1,049,236	852,687	652,125	786,810
Total Revenues	6,670,080	6,168,588	4,110,526	4,798,717
EXPENSES				
Program services:				
Salaries and benefits	3,295,693	2,746,824	2,748,940	2,695,091
Student services	273,033	187,229	358,302	287,462
Materials and supplies	113,221	71,252	54,433	191,866
Student nutrition	255,756	165,450	116,413	163,893
Special Education fee	148,487	82,769	63,219	69,252
Other expenses	6,452	89	1,743	203
Depreciation	34,815	20,546	272,600	3,044
Occupancy	798,822	819,065	397,742	710,278
Non-capital outlay	111,148	117,976	87,979	115,454
Proposition expense	-	659,674	-	-
Debt service	-	-	-	-
Amortization	-	-	-	-
Subtotal	5,037,427	4,870,874	4,101,371	4,236,543
Fund development:				
Salaries and benefits	-	-	-	-
Operating expenses	-	-	-	-
Outside services	-	-	-	-
Subtotal	-	-	-	-

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(Continued)

FOR THE YEAR ENDED JUNE 30, 2013

	Ánimo Ralph Bunche CHS	Ánimo Pat Brown CHS	Ánimo Locke Tech CHS	Ánimo Watts CHS
EXPENSES (Continued)				
Management and general:				
Salary and benefits	\$ -	\$ -	\$ -	\$ -
District supervisory fee	47,597	39,674	30,835	33,824
Depreciation	3,868	2,283	30,289	338
Insurance	3,022	2,838	1,709	2,605
Occupancy	88,758	91,007	44,194	78,920
Operating expenses	42,903	30,705	35,242	55,499
Debt service	-	-	287	287
Subtotal	186,148	166,507	142,556	171,473
Total Expenses	5,223,575	5,037,381	4,243,927	4,408,016
OTHER SOURCES AND OPERATING TRANSFERS				
Operating transfer in	10,162	330	1,155	990
Operating transfer out	(632,956)	(491,777)	(662,353)	(402,823)
Total Other Sources and Operating Transfers	(622,794)	(491,447)	(661,198)	(401,833)
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	823,711	639,760	(794,599)	(11,132)
NET ASSETS (DEFICIT), BEGINNING OF YEAR	4,243,461	2,093,503	67,807	903,306
NET ASSETS (DEFICIT), END OF YEAR	\$ 5,067,172	\$ 2,733,263	\$ (726,792)	\$ 892,174

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(Continued)

FOR THE YEAR ENDED JUNE 30, 2013

	Ánimo Locke 1 CPA	Ánimo Locke 2 CPA	Alain Leroy Locke 3 CPA	Ánimo CPA
CHANGES IN UNRESTRICTED NET ASSETS				
Unrestricted revenues:				
State apportionments	\$ 3,540,230	\$ 3,017,462	\$ 1,949,269	\$ 2,037,870
Federal revenue	770,349	674,699	863,837	240,677
Other State revenue	2,208,711	2,079,027	1,666,678	743,114
Proposition 47 revenues	-	-	-	-
Proposition 55 revenues	-	-	-	-
Contributions and grants	155,837	151,082	153,106	222,319
Donated services and property	-	-	-	-
Interest	-	-	-	-
Local revenue	1,658,150	941,885	613,294	624,596
Total Revenues	<u>8,333,277</u>	<u>6,864,155</u>	<u>5,246,184</u>	<u>3,868,576</u>
EXPENSES				
Program services:				
Salaries and benefits	4,489,875	4,139,584	3,423,249	2,767,039
Student services	1,247,525	613,744	371,233	460,656
Materials and supplies	92,402	104,773	112,078	120,721
Student nutrition	323,169	229,138	113,641	-
Special Education fee	108,570	92,596	59,794	62,937
Other expenses	2,636	1,671	542	-
Depreciation	25,501	70,786	23,026	4,585
Occupancy	502,927	426,867	403,206	194,831
Non-capital outlay	132,609	148,252	96,000	128,685
Proposition expense	-	-	-	-
Debt service	-	-	-	-
Amortization	-	-	-	-
Subtotal	<u>6,925,214</u>	<u>5,827,411</u>	<u>4,602,769</u>	<u>3,739,454</u>
Fund development:				
Salaries and benefits	-	-	-	-
Operating expenses	-	-	-	-
Outside services	-	-	-	-
Subtotal	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(Continued)

FOR THE YEAR ENDED JUNE 30, 2013

	Ánimo Locke 1 CPA	Ánimo Locke 2 CPA	Alain Leroy Locke 3 CPA	Ánimo CPA
EXPENSES (Continued)				
Management and general:				
Salary and benefits	\$ -	\$ -	\$ -	\$ -
District supervisory fee	52,926	45,148	29,732	30,006
Depreciation	2,834	7,865	2,559	509
Insurance	1,728	1,692	1,198	1,192
Occupancy	55,881	47,430	44,801	21,648
Operating expenses	48,046	57,264	42,047	84,673
Debt service	-	-	-	438
Subtotal	161,415	159,399	120,337	138,466
Total Expenses	7,086,629	5,986,810	4,723,106	3,877,920
OTHER SOURCES AND OPERATING TRANSFERS				
Operating transfer in	495	315	950	180
Operating transfer out	(709,764)	(653,202)	(487,018)	(339,284)
Total Other Sources and Operating Transfers	(709,269)	(652,887)	(486,068)	(339,104)
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	537,379	224,458	37,010	(348,448)
NET ASSETS (DEFICIT), BEGINNING OF YEAR	1,313,338	1,133,807	2,050,281	80,527
NET ASSETS (DEFICIT), END OF YEAR	\$ 1,850,717	\$ 1,358,265	\$ 2,087,291	\$ (267,921)

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(Continued)

FOR THE YEAR ENDED JUNE 30, 2013

	<u>Elimination</u>	<u>Total</u>
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	\$ -	\$ 45,832,670
Federal revenue	-	13,485,835
Other State revenue	-	21,706,198
Proposition 47 revenues	-	1,090,775
Proposition 55 revenues	-	684,019
Contributions and grants	(60,536)	3,668,473
Donated services and property	-	1,165,936
Interest	-	25,258
Local revenue	(3,729,335)	15,671,253
Total Revenues	<u>(3,789,871)</u>	<u>103,330,417</u>
EXPENSES		
Program services:		
Salaries and benefits	-	57,758,603
Student services	-	8,590,826
Materials and supplies	-	1,924,663
Student nutrition	-	2,867,074
Special Education fee	-	1,583,213
Other expenses	-	1,801,577
Depreciation	-	2,903,805
Occupancy	(3,356,406)	5,579,670
Non-capital outlay	-	2,274,236
Proposition expense	-	1,774,796
Debt service	-	3,147,911
Amortization	-	104,931
Subtotal	<u>(3,356,406)</u>	<u>90,311,305</u>
Fund development:		
Salaries and benefits	-	294,491
Operating expenses	-	26,889
Outside services	-	148,363
Subtotal	<u>-</u>	<u>469,743</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(Continued)

FOR THE YEAR ENDED JUNE 30, 2013

	<u>Elimination</u>	<u>Total</u>
EXPENSES (Continued)		
Management and general:		
Salary and benefits	(16,557)	\$ 6,251,236
District supervisory fee	-	667,281
Depreciation	-	930,830
Insurance	-	144,360
Occupancy	(372,938)	1,473,405
Operating expenses	(43,970)	3,276,052
Debt service	-	858,211
Subtotal	<u>(433,465)</u>	<u>13,601,375</u>
Total Expenses	<u>(3,789,871)</u>	<u>104,382,423</u>
OTHER SOURCES AND OPERATING TRANSFERS		
Operating transfer in	-	9,016,037
Operating transfer out	-	<u>(9,016,037)</u>
Total Other Sources and Operating Transfers	<u>-</u>	<u>-</u>
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	<u>-</u>	<u>(1,052,006)</u>
NET ASSETS (DEFICIT), BEGINNING OF YEAR	<u>-</u>	<u>32,157,508</u>
NET ASSETS (DEFICIT), END OF YEAR	<u>\$ -</u>	<u>\$ 31,105,502</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED JUNE 30, 2013

	Green Dot Headquarters	Delta	Ánimo Leadership CHS	Ánimo Inglewood CHS
CASH FLOWS FROM OPERATING ACTIVITIES				
Increase (Decrease) in unrestricted net assets	\$ (3,722,233)	\$ (941,213)	\$ 455,863	\$ 599,160
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:				
Depreciation expense	754,649	1,318,190	369,447	13,947
Amortization expense (including bond discount)	-	112,849	-	-
Changes in operating assets and liabilities:				
(Increase) Decrease in assets				
Accounts receivable	(135,455)	41,491	682,627	(1,224,039)
Intercompany receivable	-	-	(2,335,596)	-
Prepaid expenses and other current assets	(629,288)	(5,059)	(4,775)	(40,846)
Increase (Decrease) in liabilities				
Accounts payable	(1,680,599)	(293,865)	(676,797)	133,283
Interest payable	-	(35,348)	-	-
Intercompany payable	(2,451,279)	-	-	496,977
Deferred revenue	1,174,400	123,646	(1,811,050)	21,018
Net Cash Provided (Used) by Operating Activities	(6,689,805)	320,691	(3,320,281)	(500)
CASH FLOWS FROM INVESTING ACTIVITIES				
Cash received (paid) for security deposits, net	(151,500)	-	-	-
Restricted cash (received) used for construction	-	256,341	3,360,497	-
Capital expenditures	(320,256)	(189,760)	(1,131,741)	-
Change to capital assets, net	(565,788)	-	-	-
Net Cash Provided (Used) by Investing Activities	(1,037,544)	66,581	2,228,756	-
CASH FLOWS FROM FINANCING ACTIVITIES				
Loan proceeds, net	896,443	-	1,090,775	-
Loan principal payments	(792,599)	(157,443)	-	-
Net Cash Provided (Used) by Financing Activities	103,844	(157,443)	1,090,775	-
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	(7,623,505)	229,829	(750)	(500)
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ 13,461,067	\$ 351,871	\$ -	\$ -

See accompanying note to supplementary information.

Ánimo Oscar De La Hoya CHS	Ánimo South Los Angeles CHS	Ánimo CMS 3	Ánimo CMS 4	Ánimo Venice CHS	Ánimo Westside CMS	Ánimo Jackie Robinson CHS
\$ (190,136)	\$ 765,759	\$ 445,668	\$ 200,008	\$ 271,001	\$ (1,102,299)	\$ 702,311
464,520	30,757	14,766	14,003	345,444	2,625	-
-	-	-	-	-	-	-
(806,344)	(418,009)	(674,525)	(675,416)	(748,901)	(383,824)	(478,960)
775,928	(383,036)	-	-	-	-	(374,448)
20,970	1,040	(13,827)	(13,474)	710	(2,076)	455
107,720	108,290	26,315	60,720	(107,639)	42,908	147,559
-	-	-	-	-	-	-
-	-	7,061	222,123	456,684	1,664,955	-
(42,358)	8	1,731	445	785	(3,316)	2,583
330,300	104,809	(192,811)	(191,591)	218,084	218,973	(500)
-	-	-	-	-	(153,000)	-
46,704	-	-	-	10	-	-
(24,347)	(105,809)	6,878	5,658	3,467	(253,473)	-
-	-	(1,567)	(1,567)	-	-	-
22,357	(105,809)	5,311	4,091	3,477	(406,473)	-
24,346	-	250,000	250,000	-	250,000	-
(377,803)	-	(62,500)	(62,500)	(222,061)	(62,500)	-
(353,457)	-	187,500	187,500	(222,061)	187,500	-
(800)	(1,000)	-	-	(500)	-	(500)
800	1,000	-	-	500	-	500
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS
CONSOLIDATING STATEMENT OF CASH FLOWS (Continued)

FOR THE YEAR ENDED JUNE 30, 2013

	Ánimo Jefferson CMS	Ánimo Ralph Bunche CHS	Ánimo Pat Brown CHS	Ánimo Locke Tech CHS
CASH FLOWS FROM OPERATING ACTIVITIES				
Increase (Decrease) in unrestricted net assets	\$ 355,966	\$ 823,711	\$ 639,760	\$ (794,599)
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:				
Depreciation expense	839	38,683	22,829	302,889
Amortization expense (including bond discount)	-	-	-	-
Changes in operating assets and liabilities:				
(Increase) Decrease in assets				
Accounts receivable	(726,737)	(395,219)	(912,696)	(200,574)
Intercompany receivable	-	(493,233)	(35,883)	-
Prepaid expenses and other current assets	(50,858)	(42,403)	(7,631)	7,846
Increase (Decrease) in liabilities				
Accounts payable	103,104	75,810	303,431	165,219
Interest payable	-	-	-	-
Intercompany payable	459,011	-	-	478,884
Deferred revenue	(72,290)	140	7,177,874	51,732
Net Cash Provided (Used) by Operating Activities	<u>69,035</u>	<u>7,489</u>	<u>7,187,684</u>	<u>11,397</u>
CASH FLOWS FROM INVESTING ACTIVITIES				
Cash received (paid) for security deposits, net	-	-	(2,000)	-
Restricted cash (received) used for construction	-	-	(7,185,684)	(347)
Capital expenditures	(6,785)	(8,489)	(659,674)	8,450
Change to capital assets, net	-	-	-	-
Net Cash Provided (Used) by Investing Activities	<u>(6,785)</u>	<u>(8,489)</u>	<u>(7,847,358)</u>	<u>8,103</u>
CASH FLOWS FROM FINANCING ACTIVITIES				
Loan proceeds, net	-	-	659,674	-
Loan principal payments	(62,500)	-	-	(20,000)
Net Cash Provided (Used) by Financing Activities	<u>(62,500)</u>	<u>-</u>	<u>659,674</u>	<u>(20,000)</u>
NET INCREASE (DECREASE) IN CASH CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>(250)</u>	<u>(1,000)</u>	<u>-</u>	<u>(500)</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

See accompanying note to supplementary information.

Ánimo Watts CPA	Ánimo Locke 1 CPA	Ánimo Locke 2 CPA	Alain Leroy Locke 3 CPA	Ánimo CPA	Elimination	Total
\$ (11,132)	\$ 537,379	\$ 224,458	\$ 37,010	\$ (348,448)	\$ -	\$ (1,052,006)
3,382	28,335	78,651	25,585	5,094	-	3,834,635
-	-	-	-	-	-	112,849
(212,275)	(639,756)	(437,502)	(638,580)	(447,476)	183,207	(9,248,963)
-	-	-	748,834	-	2,097,434	-
8,843	1,350	28,432	19,002	52,944	-	(668,645)
101,737	141,951	40,563	(30,324)	86,149	(183,207)	(1,327,672)
-	-	-	-	-	-	(35,348)
117,667	24,072	157,356	-	463,923	(2,097,434)	-
2,828	61,419	56,324	-	64	-	6,745,983
11,050	154,750	148,282	161,527	(187,750)	-	(1,639,167)
-	-	-	-	-	-	(306,500)
-	-	-	-	-	-	(3,522,479)
8,450	(155,250)	(148,532)	(148,532)	-	-	(3,119,745)
-	-	-	-	-	-	(568,922)
8,450	(155,250)	(148,532)	(148,532)	-	-	(7,517,646)
-	-	-	-	250,000	-	3,671,238
(20,000)	-	-	(14,495)	(62,500)	-	(1,916,901)
(20,000)	-	-	(14,495)	187,500	-	1,754,337
(500)	(500)	(250)	(1,500)	(250)	-	(7,402,476)
500	500	250	1,500	250	-	21,215,414
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,812,938

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

CONSOLIDATING SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED JUNE 30, 2013

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Green Dot Headquarters	Ánimo Leadership CHS
U.S. DEPARTMENT OF EDUCATION				
Passed through California Department of Education (CDE):				
Improving America's School Act/No Child Left Behind				
Title I, Part A, Cluster:				
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ -	\$ 226,984
Title I, State Improvement Grant, Improving Special Education Systems	84.377	14920	-	-
Title I, Part G, Advance Placement (AP) Test Fee Reimbursement Program	84.330	14831	-	2,318
Title II, Part A, Improving Teacher Quality	84.367	14341	-	20,942
Title II, Part D, Enhancing Education Through Technology (EETT) Formula Grants	84.318	15019	-	-
Title III, Limited English Proficiency (LEP) Student Program	84.365	14346	-	13,000
Title IV, Part B, 21st Century Community Learning Centers (CCLC) - High School ASSETs	84.287	14535	1,736,080	-
Title V, Part B, Public Charter Schools Grants Program (PCSGP)	84.282A	14941	-	-
Title V, Part D, Character Education	84.215	10128	396,874	-
Individuals with Disabilities Education Act				
Special Education Cluster:				
Basic Local Assistance	84.027	13379	-	31,909
Teacher Incentive Fund	84.374A	[1]	154,679	-
Charter School Facility Grant	84.282D	24945	-	-
Department of Rehab: Workability II, Transitions Partnership Program	84.126A	10006	200,532	-
Total U.S. Department of Education			<u>2,488,165</u>	<u>295,153</u>
U.S. DEPARTMENT OF DEFENSE				
Reserve Officer Training Corps Vitalization Act	12.400	[1]	-	-
U.S. DEPARTMENT OF AGRICULTURE				
Passed through CDE:				
Child Nutrition Cluster:				
Basic School Breakfast Program	10.553	13526	-	-
National School Lunch	10.555	13524	-	170,877
Meals Supplements	10.555	13755	-	10,312
Total Child Nutrition Cluster			<u>-</u>	<u>181,189</u>
Total U.S. Department of Agriculture			<u>-</u>	<u>181,189</u>
Total Expenditures of Federal Awards			<u>\$ 2,488,165</u>	<u>\$ 476,342</u>

[1] Pass-Through Entity Identifying Number not available

See accompanying note to supplementary information.

Ánimo Inglewood CHS	Ánimo Oscar De La Hoya CHS	Ánimo South Los Angeles CHS	Ánimo CMS 3	Ánimo CMS 4	Ánimo Venice CHS	Ánimo Westside CMS
\$ 279,446	\$ 207,532	\$ 241,220	\$ 227,968	\$ 193,704	\$ 183,906	\$ 69,828
-	-	-	660,739	648,550	-	-
-	-	2,561	-	-	1,212	-
12,619	3,448	6,073	1,350	1,975	2,728	2,059
-	216	-	-	-	-	-
6,024	7,796	7,610	-	-	7,069	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	113,769	118,602	109,458	108,995	107,988	46,002
-	-	-	-	-	-	-
-	-	85,824	-	-	-	-
-	-	-	-	-	-	-
298,089	332,761	461,890	999,515	953,224	302,903	117,889
-	-	-	-	-	-	-
-	26,039	33,340	-	-	-	11,619
189,806	204,853	189,333	-	-	73,170	67,294
-	9,046	8,793	-	-	7,341	7,557
189,806	239,938	231,466	-	-	80,511	86,470
189,806	239,938	231,466	-	-	80,511	86,470
\$ 487,895	\$ 572,699	\$ 693,356	\$ 999,515	\$ 953,224	\$ 383,414	\$ 204,359

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

CONSOLIDATING SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
(Continued)

FOR THE YEAR ENDED JUNE 30, 2013

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Ánimo Jackie Robinson CHS	Ánimo Jefferson CMS
U.S. DEPARTMENT OF EDUCATION				
Passed through California Department of Education (CDE):				
Improving America's School Act/No Child Left Behind				
Title I, Part A, Cluster:				
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 242,269	\$ 203,492
Title I, State Improvement Grant, Improving Special Education Systems	84.377	14920	-	-
Title I, Part G, Advance Placement (AP) Test Fee Reimbursement Program	84.330	14831	-	-
Title II, Part A, Improving Teacher Quality	84.367	14341	1,593	3,850
Title II, Part D, Enhancing Education Through Technology (EETT) Formula Grants	84.318	15019	193	-
Title III, Limited English Proficiency (LEP) Student Program	84.365	14346	16,488	26,919
Title IV, Part B, 21st Century Community Learning Centers (CCLC) - High School ASSETs	84.287	14535	-	-
Title V, Part B, Public Charter Schools Grants Program (PCSGP)	84.282A	14941	-	250,000
Title V, Part D, Character Education	84.215	10128	-	-
Individuals with Disabilities Education Act				
Special Education Cluster:				
Basic Local Assistance	84.027	13379	109,405	102,149
Teacher Incentive Fund	84.374A	[1]	-	-
Charter School Facility Grant	84.282D	24945	21,318	-
Department of Rehab: Workability II, Transitions Partnership Program	84.126A	10006	-	-
Total U.S. Department of Education			391,266	586,410
U.S. DEPARTMENT OF DEFENSE				
Reserve Officer Training Corps Vitalization Act	12.400	[1]	-	-
U.S. DEPARTMENT OF AGRICULTURE				
Passed through CDE:				
Child Nutrition Cluster:				
Basic School Breakfast Program	10.553	13526	33,230	53,295
National School Lunch	10.555	13524	121,910	205,436
Meals Supplements	10.555	13755	6,345	12,100
Total Child Nutrition Cluster			161,485	270,831
Total U.S. Department of Agriculture			161,485	270,831
Total Expenditures of Federal Awards			\$ 552,751	\$ 857,241

[1] Pass-Through Entity Identifying Number not available
See accompanying note to supplementary information.

Ánimo Ralph Bunche CHS	Ánimo Pat Brown CHS	Ánimo Locke Tech CHS	Ánimo Watts CPA	Ánimo Locke 1 CPA	Ánimo Locke 2 CPA	Alain Leroy Locke 3 CPA
\$ 301,775	\$ 222,956	\$ 207,017	\$ 211,331	\$ 246,259	\$ 306,023	\$ 596,541
-	-	-	-	-	-	-
-	-	-	-	836	-	1,940
7,409	5,450	1,717	5,573	8,586	7,527	12,373
-	-	-	-	-	-	-
40,118	16,309	11,876	10,269	22,829	11,732	4,619
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
129,247	109,582	83,698	91,686	143,740	122,539	79,163
-	-	-	-	-	-	-
-	24,375	27,503	64,170	-	-	-
-	-	-	-	-	-	-
478,549	378,672	331,811	383,029	422,250	447,821	694,636
-	-	-	-	-	-	69,481
15,340	-	4,494	21,395	99,747	4,925	19,185
223,350	169,353	116,371	134,071	256,905	229,834	80,535
11,320	7,716	-	-	-	-	-
250,010	177,069	120,865	155,466	356,652	234,759	99,720
250,010	177,069	120,865	155,466	356,652	234,759	99,720
\$ 728,559	\$ 555,741	\$ 452,676	\$ 538,495	\$ 778,902	\$ 682,580	\$ 863,837

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

CONSOLIDATING SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
(Continued)

FOR THE YEAR ENDED JUNE 30, 2013

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Ánimo CPA	Total
U.S. DEPARTMENT OF EDUCATION				
Passed through California Department of Education (CDE):				
Improving America's School Act/No Child Left Behind				
Title I, Part A, Cluster:				
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 154,193	\$ 4,322,444
Title I, State Improvement Grant, Improving Special Education Systems	84.377	14920	-	1,309,289
Title I, Part G, Advance Placement (AP) Test Fee Reimbursement Program	84.330	14831	-	8,867
Title II, Part A, Improving Teacher Quality	84.367	14341	3,159	108,431
Title II, Part D, Enhancing Education Through Technology (EETT) Formula Grants	84.318	15019	-	409
Title III, Limited English Proficiency (LEP) Student Program	84.365	14346	-	202,658
Title IV, Part B, 21st Century Community Learning Centers (CCLC) - High School ASSETs	84.287	14535	-	1,736,080
Title V, Part B, Public Charter Schools Grants Program (PCSGP)	84.282A	14941	-	250,000
Title V, Part D, Character Education	84.215	10128	-	396,874
Individuals with Disabilities Education Act				
Special Education Cluster:				
Basic Local Assistance	84.027	13379	83,325	1,691,257
Teacher Incentive Fund	84.374A	[1]	-	154,679
Charter School Facility Grant	84.282D	24945	-	223,190
Department of Rehab: Workability II, Transitions Partnership Program	84.126A	10006	-	200,532
Total U.S. Department of Education			<u>240,677</u>	<u>10,604,710</u>
U.S. DEPARTMENT OF DEFENSE				
Reserve Officer Training Corps Vitalization Act	12.400	[1]	-	69,481
U.S. DEPARTMENT OF AGRICULTURE				
Passed through CDE:				
Child Nutrition Cluster:				
Basic School Breakfast Program	10.553	13526	-	322,609
National School Lunch	10.555	13524	-	2,433,098
Meals Supplements	10.555	13755	-	80,530
Total Child Nutrition Cluster			<u>-</u>	<u>2,836,237</u>
Total U.S. Department of Agriculture			<u>-</u>	<u>2,836,237</u>
Total Expenditures of Federal Awards			<u>\$ 240,677</u>	<u>\$ 13,510,428</u>

[1] Pass-Through Entity Identifying Number not available
See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTE TO SUPPLEMENTARY INFORMATION

JUNE 30, 2013

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of GDPS and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the United States Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the consolidated financial statements.

The following schedule provides reconciliation between revenues reported on the Statement of Activities and Changes in Net Assets and the related expenditures reported on the Schedule of Expenditures of Federal Awards. The reconciling amount consists of Title I, Part A, Basic Grants Low-Income and Neglected, Title IV, Part B, 21st Century Community Learning Centers (CCLC) - High School ASSETs funds that had timing differences between revenues recognized and expenditures incurred.

Description	<u>CFDA Number</u>	<u>Amount</u>
Total Federal Revenues From the Statement of Activities and Changes in Fund Balance:		\$ 13,485,835
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	16,434
Title IV, Part B, 21st Century Community Learning Centers (CCLC) - High School ASSETs	84.287	<u>8,159</u>
Total Schedule of Expenditures of Federal Awards		<u><u>\$ 13,510,428</u></u>

Local Education Agency Organization Structure

This schedule provides information about the charter schools operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance is a measurement of the students' progress through the charter schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made through the Los Angeles County Office of Education to GDPS.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTE TO SUPPLEMENTARY INFORMATION

JUNE 30, 2013

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by each charter school and whether each charter school complied with the provisions of *Education Code* Sections 46200 through 46206.

GDPS must maintain its instructional minutes at either 1982-83 actual minutes or the 1986-87 requirements; whichever is greater, as required by *Education Code* Section 46201.

Supplementary Financial Statements by Entity

These financial statements include an account of each charter school operated by GDPS.

Consolidating Statements

The accompanying consolidating financial statements report the individual programs of GDPS and are presented on the accrual basis of accounting. Eliminating entries in the consolidated financial statements are due to rent payments between Delta and some of the charter schools.

Consolidating Schedule of Expenditures of Federal Awards

The accompanying consolidating Schedule of Expenditures of Federal Awards includes the Federal grant activity of each charter school operated by GDPS. The information in this schedule is presented in accordance with the requirements of the United States Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

INDEPENDENT AUDITORS' REPORTS



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
Green Dot Public Schools
Los Angeles, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of Green Dot Public Schools (GDPS) (A California Non-Profit Public Benefit Corporation) as of and for the year ended June 30, 2013, and the related notes to the consolidated financial statements, which collectively comprise GDPS' consolidated financial statements, and have issued our report thereon dated December 9, 2013. The prior year summarized comparative information has been derived from GDPS consolidated financial statement reports dated November 21, 2012, and November 28, 2011, respectively, which expressed unmodified opinions.

Internal Control Over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered GDPS internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of GDPS internal control. Accordingly, we do not express an opinion on the effectiveness of GDPS internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of GDPS' consolidated financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether GDPS consolidated financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of the consolidated financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

The financial statements of Delta Properties, Inc. and Subsidiaries (Delta) (A Nonprofit Corporation), as of June 30, 2013, 2012, and 2011, were audited by another auditor whose reports dated October 2, 2013, October 19, 2012, and November 1, 2011, respectively, express unmodified opinions on those statements.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of GDPS' internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering GDPS' internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Vannink, Tinn, Day & Co., LLP

Rancho Cucamonga, California
December 9, 2013



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR
EACH MAJOR PROGRAM AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133**

Board of Directors
Green Dot Public Schools
Los Angeles, California

Report on Compliance for Each Major Federal Program

We have audited Green Dot Public Schools (GDPS) (A California Non-Profit Public Benefit Corporation) compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of GDPS major Federal programs for the year ended June 30, 2013. GDPS major Federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its Federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of GDPS major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about GDPS compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major Federal program. However, our audit does not provide a legal determination of GDPS compliance.

Opinion on Each Major Federal Program

In our opinion, GDPS complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2013.

Report on Internal Control Over Compliance

Management of GDPS is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered GDPS internal control over compliance with the types of requirements that could have a direct and material effect on each major Federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major Federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of GDPS internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Varrick, Tinn, Day & Co., LLP

Rancho Cucamonga, California
December 9, 2013



INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Green Dot Public Schools
Los Angeles, California

Report on State Compliance

We have audited Green Dot Public Schools (GDPS) (A California Non-Profit Public Benefit Corporation) compliance with the types of compliance requirements as identified in the *Standards and Procedures for Audit of California K-12 Local Educational Agencies 2012-2013* that could have a direct and material effect on each of GDPS State government programs as noted below for the year ended June 30, 2013.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its State's programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of GDPS State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *Standards and Procedures for Audits of California K-12 Local Educational Agencies 2012-2013*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about GDPS compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of GDPS compliance with those requirements.

Unmodified Opinion on Each of the Other Programs

In our opinion, GDPS complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2013.

In connection with the audit referred to above, we selected and tested transactions and records to determine GDPS compliance with the State laws and regulations applicable to the following items:

	<u>Procedures in Audit Guide</u>	<u>Procedures Performed</u>
Attendance Accounting:		
Attendance Reporting	6	Not applicable
Teacher Certification and Misassignments	3	Not applicable
Kindergarten Continuance	3	Not applicable
Independent Study	23	Not applicable
Continuation Education	10	Not applicable
Instructional Time:		
School Districts	6	Not applicable
County Offices of Education	3	Not applicable
Instructional Materials:		
General Requirements	8	Not applicable
Ratios of Administrative Employees to Teachers	1	Not applicable
Classroom Teacher Salaries	1	Not applicable
Early Retirement Incentive	4	Not applicable
Gann Limit Calculation	1	Not applicable
School Accountability Report Card	3	Not applicable
Juvenile Court Schools	8	Not applicable
Class Size Reduction Program (including in charter schools):		
General Requirements	7	Not applicable
Option One Classes	3	Not applicable
Option Two Classes	4	Not applicable
Districts or Charter Schools With Only One School Serving K-3	4	Not applicable
After School Education and Safety Program:		
General Requirements	4	Yes
After School	5	Yes
Before School	6	Not applicable
Charter Schools:		
Contemporaneous Records of Attendance	1	Yes
Mode of Instruction	1	Yes
Non Classroom-Based Instruction/Independent Study	15	Not applicable
Determination of Funding for Non Classroom-Based Instruction	3	Not applicable
Annual Instruction Minutes Classroom-Based	4	Yes

Vannink, Tim, Day & Co., LLP

Rancho Cucamonga, California
December 9, 2013

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

SUMMARY OF AUDITORS' RESULTS

FOR THE YEAR ENDED JUNE 30, 2013

FINANCIAL STATEMENTS

Type of auditors' report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified?	<u>None Reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

FEDERAL AWARDS

Internal control over major programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified?	<u>None Reported</u>
Type of auditors' report issued on compliance for major programs:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Section .510(a) of OMB Circular A-133?	<u>No</u>

Identification of major programs:

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
<u>10.553, 10.555</u>	<u>Child Nutrition Cluster</u>
<u>84.377</u>	<u>Title I, State Improvement Grant, Improving Special Education Systems</u>
<u>84.215</u>	<u>Title V, Part D, Character Education</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 405,313</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

STATE AWARDS

Type of auditors' report issued on compliance for programs:	<u>Unmodified</u>
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GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

FINANCIAL STATEMENT FINDINGS

FOR THE YEAR ENDED JUNE 30, 2013

None reported.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED JUNE 30, 2013

None reported.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

STATE AWARDS FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED JUNE 30, 2013

None reported.

GREEN DOT PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

FOR THE YEAR ENDED JUNE 30, 2013

There were no audit findings reported in the prior year's schedule of financial statement findings.



Board of Directors
Green Dot Public Schools
Los Angeles, California

In planning and performing our audit of the consolidated financial statements of Green Dot Public Schools (GDPS) for the year ended June 30, 2013, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the consolidated financial statements and not to provide assurance on the internal control structure.

However, during our audit we noted matters that are an opportunity for strengthening internal controls and operating efficiency. The following items represent conditions noted by our audit that we consider important enough to bring to your attention. This letter does not affect our report dated December 9, 2013, on the consolidated financial statements of GDPS.

No management letter findings were noted for June 30, 2013.

2011-2012 YEAR OBSERVATIONS AND RECOMMENDATIONS

Bank Reconciliation

Observation

In reviewing GDPS Headquarters main checking account outstanding check listing for the year end June 30, 2012, and bank account reconciliation, it was noted that 143 checks (totaling \$225,902) were over 12 months old (oldest check dated August 4, 2006) making the probability of them clearing the account quite low.

Recommendation

Outstanding checks over 12 months old should be credited back to the appropriate account and taken off the subsequent bank reconciliations. Although the chances are low, the check may clear on a subsequent bank statement. In this case, the amount should be charged against the appropriate account and described as "outstanding check written off-cleared".

Current Status

Implemented.

Vavrinek, Trine, Day & Co., LLP

Rancho Cucamonga, California
December 9, 2013

**Green Dot Public Schools
Operating Budget FY2014**

REVENUES	
General Purpose Entitlement	\$ 58,482,096
Other State Revenue	\$ 10,268,491
Federal Revenue	\$ 12,974,341
Local Revenue	\$ 11,725,015
Non-Public Revenue	\$ 5,630,020
Total Revenues	\$ 99,079,963

EXPENDITURES	
Certificated Salaries	\$ 35,930,512
Certificated Salaries - Administration	\$ 9,903,759
Classified Salaries	\$ 12,054,752
Certificated and Classified Benefits	\$ 13,951,151
Total Personnel Costs	\$ 71,840,174

Books, Educational Materials and Supplies	\$ 2,104,542
Employee Development and Educational Support	\$ 306,399
Other Employee Related Expenses	\$ 838,721
Other Student Related Expenses	\$ 773,460
Education Services (excl. FT teacher)	\$ 3,008,752
Equipment	\$ 1,920,998
Facilities & Facilities Maintenance Expense	\$ 9,020,930
Services, Other Operating Expenses	\$ 16,367,112
District Fees	\$ 686,858
Interest Expense	\$ 1,133,277
Total Operating Costs	\$ 36,161,049

Total Expenses Before FTC & Shared Costs	\$ 108,001,223
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GAAP Net Income	\$ (8,921,261)
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CONTRIBUTIONS BY OTHER REGIONS TO SHARED COSTS

Other Identified Grant Awards	\$	1,131,338
Tacoma, WA Grant	\$	500,000
Memphis, TN Grant	\$	1,500,000
Unidentified Contributions	\$	2,000,000
Total Current Period Fundraising	\$	5,131,338

GAAP Net Income plus Current Period Fundraising **\$ (3,789,923)**

Beg. of Year Unrestricted Cash Reserves	\$	24,407,679
End of Year Unrestricted Cash Reserves	\$	17,617,756



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

JUL 17 2014

Ms. Sabrina Ayala
Chief Financial Officer
Green Dot Public Schools
1149 South Hill Street, Suite 600
Los Angeles, CA 90015

Reference: Agreement No. 2013-049

Dear Ms. Ayala:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education
OCFO / FIPAO / ICG
Attention: Frances Outland, Rm. 6044
550 12th Street, SW
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Frances Outland at (202) 245-8082 or Frances.Outland@ed.gov.

The next indirect cost rate proposal based on actual data for the year ending June 30, 2013 is currently due. This proposal should be sent to the above address.

Sincerely,

Frances Outland
Director, Indirect Cost Group
Financial Improvement and Post Audit Operations

Enclosures

550 12th St. S.W., WASHINGTON, DC 20202
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

INDIRECT COST RATE AGREEMENT
NONPROFIT ORGANIZATION

Organization

Green Dot Public Schools
1149 South Hill Street, Suite 600
Los Angeles, CA 90015

Date: JUL 17 2014

Agreement No: 2013-049

Filing Reference: Replaces previous
Agreement No. N/A
Dated: N/A

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Office of Management and Budget Circular A-122 (relocated to 2 CFR 230).

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Provisional	01/01/2013	06/30/2014	13.8%	MTDC	All Programs
Provisional	07/01/2014	10/31/2014	13.8%	MTDC	All Programs

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

All Programs The rates herein are applicable to All Programs.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II - Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to expiration dates of the rates in this agreement.**

Section IV - Approvals

For the Organization:

Green Dot Public Schools
1149 South Hill Street, Suite 600
Los Angeles, CA 90015

Signature

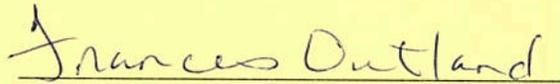
Name

Title

Date

For the Federal Government:

U.S. Department of Education
OCFO / FIPAO / ICG
550 12th Street, SW
Washington, DC 20202-4450



Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

JUL 17 2014

Date

Negotiator: Frances Outland
Telephone Number: (202) 245-8082

Attachment 8: College-Ready Teaching Framework

COLLEGE READY TEACHING	
Domain 1: Data-Driven Planning and Assessing Student Learning	
Standards	Indicators
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge
	B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery	A) Selection and progression assessments
	B) Planned response to assessment data
Domain 2: The Classroom Learning Environment	
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students
	B) Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions
Domain 3: Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle
	B) Cognitive level of student learning experiences
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials
3.4 Monitor student learning during instruction	A) Checking for students' understanding and adjusting instruction
	B) Feedback to students
	C) Self-monitoring

CONTRIBUTIONS TO SCHOOL COMMUNITY AND FAMILIES	
Domain 4: Developing Professional Practice	
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy
	B) Use in future planning
	C) Acceptance of feedback
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community
	B) Professional development
	C) Shared commitment
4.3 Upholding and exhibiting the CMO norms and expectations	A) Unwavering belief in all student's potential
	B) Passion for excellence
	C) Personal Responsibility
	D) Respect for others and community
	E) All stakeholders critical to process
Domain 5: Developing Partnerships with Family and Community	
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge of community resources
	C) Support for students in accessing these resources

Domain 1: Data-Driven Planning and Assessing Student Learning

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Indicator At-A-Glance
		Level I	Level II	Level III	Level IV	
1.1 Establish standards-based learning objectives and assessments	A) Selection of learning objectives	Learning objective(s) are missing a specific level of cognition or content. AND Learning objective(s) are misaligned (do not progress toward mastery of content standards).	Learning objective(s) are missing either a specific level of cognition or content. OR Learning objective(s) are misaligned (do not progress toward mastery of content standards).	Learning objective(s) include both specific levels of cognition and content. AND Learning objective(s) are aligned to and progress toward mastery of content standards.	<i>All of level 3 and...</i> Learning objective(s) exceed level of cognition or increase level of challenge required by content standards.	<ul style="list-style-type: none"> Do the objective(s) contain level of cognition and content? Are the objective(s) at an appropriate level of rigor and scaffolds toward success on standard(s)? <p><i>NOTE: Proving behavior is no longer assessed in this indicator. Now, it is assessed in 1.1B.</i></p>
	B) Measurability of learning objectives	Proving behavior does not measure the learning objective(s).	Proving behavior measures the learning objective(s). AND Proving behavior uses only general criteria for measuring success.	Proving behavior measures the learning objective(s). AND Proving behavior includes specific criteria (quantitative or qualitative) for measuring success.	<i>All of level 3 and...</i> Proving behavior is measured by multiple methods.	<ul style="list-style-type: none"> Is the proving behavior aligned with the learning objective(s)? How is success on the proving behavior measured?
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	The design of the learning experiences is not aligned to the learning objective(s). AND Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is not aligned to the learning objective(s). OR Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	<i>All of level 3 and...</i> The design of the learning experiences is differentiated to meet the needs of subgroups of students.	<ul style="list-style-type: none"> Are the learning experiences aligned to the learning objective(s)? Are the learning experiences sequenced using gradual release of responsibility? Level IV: Are learning experiences differentiated? <p><i>NOTE: Instructional pacing is not assessed in this indicator. It is assessed using the phrase 'appropriate time' in indicator 1.2B</i></p>
	B) Creating cognitively engaging learning experiences for students	Instructional plans do not provide opportunity for cognitively engaging learning experiences throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences but without appropriate time and support throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences throughout the lesson cycle, and each learning experience provides appropriate time and support.	<i>All of level 3 and...</i> Instructional plans provide differentiated, cognitively engaging learning experiences for subgroups of students.	<ul style="list-style-type: none"> Are learning experiences consistently cognitively engaging? Does the teacher plan appropriate time and support for students to fully engage in each learning experience? Level IV: Are learning experiences differentiated?
1.3 Use student data to guide planning	A) Lesson design guided by data	The teacher does not use student data to guide or inform planning.	The teacher uses student data to inform planning of content organization <i>or</i> instructional strategies. OR The teacher uses student data to inform planning that meets the needs of the whole class.	The teacher uses student data to inform planning of content organization <i>and</i> instructional strategies. AND The teacher uses student data to inform planning that meets the needs of subgroups of students.	<i>All of level 3 and...</i> The teacher cites instructional strategies to meet the needs of individual students.	<ul style="list-style-type: none"> Does the teacher use data to inform content organization and instructional strategies? Is the data used to inform planning for the whole class, subgroups, or individual students?

Domain 1: Data-Driven Planning and Assessing Student Learning

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Indicator At-A-Glance
		Level I	Level II	Level III	Level IV	
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge	The teacher does not accurately identify or address the prerequisite knowledge and skills to achieve the standard/learning objective(s). OR The teacher does not include opportunities to activate prerequisite knowledge. OR The teacher does not include strategies to address potential gaps for whole group of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for whole groups of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for subgroups of students.	<i>All of level 3 and...</i> The teacher uses knowledge to address potential gaps for individual students.	<ul style="list-style-type: none"> Does the teacher identify pre-requisite knowledge and skills? Does the teacher plan opportunities to activate previous knowledge? Does the teacher plan strategies for the whole class, subgroups, or for individual students? <p>NOTE: Activation of prior knowledge, which was previously not assessed, is now assessed in this indicator.</p>
	B) Addresses common content misconceptions	The teacher does not anticipate common student misconceptions and does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions but does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions and includes strategies that ensure students recognize and address these misconceptions to master the standard/learning objective(s).	<i>All of level 3 and...</i> The teacher includes opportunities for students to uncover and correct their own misconceptions.	<ul style="list-style-type: none"> Does the teacher anticipate common student misconceptions? Does the teacher plan strategies to address student misconceptions? Level IV: Do students uncover and correct their own misconceptions? <p>NOTE: The language of the indicator ("standard/learning objective") allows teachers to address misconceptions in this OR future lessons.</p>
1.5 Design assessments to ensure student mastery	A) Selection and progression of assessments	Formative assessments are not aligned to the learning objective(s). OR Formative assessments are not planned.	The formative assessments are inconsistently aligned to the learning objective(s). OR Formative assessments do not yield actionable data. OR Formative assessments are planned for a single component of the lesson cycle.	A variety of formative assessments are selected to yield actionable data about progress towards mastery of the learning objective(s). AND Formative assessments are planned for different components of the lesson cycle, progressing towards student mastery of the learning objective(s).	<i>All of level 3 and...</i> The formative assessments are differentiated to yield actionable data about subgroups of students.	<ul style="list-style-type: none"> Are formative assessments aligned to the learning objective(s)? Are formative assessments planned throughout the lesson? Are a variety of formative assessment techniques used? Do formative assessments yield actionable data? Level IV: Is actionable data provided about the whole class or for subgroups? <p>NOTE: Now, this indicator only assesses formative checks for understanding. The proving behavior is assessed in 1.1B.</p>
	B) Planned response to assessment data	The teacher has not planned a response to data from formative assessments.	The teacher inconsistently plans responses to data from formative assessments.	The teacher plans to adjust instruction based on the data from each formative assessment.	<i>All of level 3 and...</i> The teacher provides opportunities for students to use formative assessments to reflect on current progress toward the learning objective(s) or to determine next steps to extend learning.	<ul style="list-style-type: none"> Does the teacher plan to adjust instruction for each formative assessment? Level IV: Do students reflect on their own progress and determine next steps to extend learning?

Domain 2: The Classroom Learning Environment

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Indicator At-A-Glance
		Level I	Level II	Level III	Level IV	
2.1 Creates a classroom/ community culture of learning	A) Value of effort and challenge	The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work.	The teacher's words and actions emphasize compliance and completion of work. Students seek to complete tasks without consistent focus on learning or persistence toward quality work.	The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to learn and persist in producing high quality work.	<i>All of level 3 and...</i> Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.	<ul style="list-style-type: none"> Does the teacher emphasize completion and compliance, or learning and quality work? Do students focus on completing assignments or producing quality work? Level IV: Do students assume responsibility and take initiative for high quality work?
	B) Behavioral expectations	It is evident that the teacher did not teach standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. AND Student behavior contributes to an academic environment.	The teacher has established clear, high standards for student behavior. Without being prompted, students articulate or promote behavioral expectations that support the classroom's academic environment.	<ul style="list-style-type: none"> Does the teacher communicate clear and high standards for student behavior? Does student behavior contribute to an academic environment? Level IV: Do students articulate and promote behavioral expectations without prompting?
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	B) Response to behavior	The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.	The teacher's verbal or non-verbal response to student behavior is inconsistent. OR Teacher's verbal or non-verbal response is focused on the whole-class. OR Teacher emphasizes consequences over positive reinforcement.	The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students.	<i>All of level 3 and...</i> Students appropriately respond to or redirect each other's behavior.	<ul style="list-style-type: none"> Does the teacher consistently respond to both positive and negative student behavior? Does the teacher respond to the whole class or to specific students? Is the teacher respectful of student dignity? Level IV: Do students respond to and redirect each other?
	A) Interactions between teacher and students	The teacher's interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students exhibit disrespect for the teacher.	The teacher's interactions with students inconsistently demonstrate respect and positivity, or are not consistently appropriate for the age and needs of students in the class. OR Students inconsistently exhibit respect for the teacher.	The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students in the class. AND Students exhibit respect for the teacher.	<i>All of level 3 and...</i> The teacher's interactions demonstrate a positive rapport with individual students.	<ul style="list-style-type: none"> Does the teacher interact with students in a respectful, positive and appropriate manner? Do students exhibit respect for the teacher? Level IV: Is there evidence of rapport between the teacher and individual students?
2.3 Establish a culture of respect and rapport which supports students' emotional safety	B) Student interactions with each other	Student interactions are impolite and disrespectful, which interferes with learning for some students.	Student interactions are generally polite and respectful, but students do not support each other's learning.	Student interactions are polite and respectful, and students support each other's learning.	<i>All of level 3 and...</i> Students encourage each other individually.	<ul style="list-style-type: none"> Do students interact polite and respectfully with each other? Do students support each other's learning? Level IV: Do students encourage each other?
	A) Routines, procedures, and transitions	The teacher has not established or does not enforce routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently enforced, resulting in the loss of instructional time.	The teacher has established and enforces routines, procedures, and transitions that maximize instructional time.	<i>All of level 3 and...</i> With minimal prompting, students effectively facilitate some routines, procedures, and transitions.	<ul style="list-style-type: none"> Has the teacher established routines, procedures, and transitions? Do routines, procedures, and transitions maximize instructional time? Level IV: Do students facilitate any routines, procedures or transitions?

Domain 3: Instruction

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Indicator At-A-Glance
		Level I	Level II	Level III	Level IV	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson	The teacher does not explain the learning objective(s).	The teacher initially explains the learning objective(s) but does not refer to the objective(s) throughout the lesson. OR Students cannot articulate what they are expected to learn.	The teacher explains the learning objective(s) and refers back to it throughout the lesson. AND Students are able to articulate what they are expected to learn.	All of level 3 and... Students are able to articulate the relevance of the learning objective(s).	<ul style="list-style-type: none"> Does the teacher explain the learning objective? Does the teacher refer back to learning objective throughout the lesson? Level IV: Can students articulate the learning objective and its relevance?
	B) Connections to prior and future learning experiences	The teacher makes limited connections between current learning objective(s) and the students' prior or future learning.	The teacher makes connections between the current learning objective(s) and the students' prior or future learning. Connections are vague or based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior and future learning to further student understanding of the content material within or outside of the discipline or unit.	The teacher facilitates as students build connections between the current learning objective(s) and their prior and future learning. Students make explicit connections within or outside of the discipline or unit.	<ul style="list-style-type: none"> Does the teacher connect the learning objective prior/future learning? Are connections based on assessments/grades or on content within or outside the unit? Level IV: Does the teacher facilitate while students make connections?
	C) Criteria for success	The teacher does not establish criteria for successfully demonstrating attainment of the learning objective(s).	The teacher mentions but does not clearly explain the criteria for successfully demonstrating attainment of the learning objective(s).	The teacher clearly articulates the criteria for successfully demonstrating attainment of the lesson objective(s). AND Students are able to articulate the criteria for successfully demonstrating attainment of the learning objective(s).	All of level 3 and... The teacher solicits student ideas to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).	<ul style="list-style-type: none"> Does the teacher clearly articulate success criteria? Can students articulate success criteria? Are students involved in defining or affirming the success criteria? <p><i>NOTE: Now, this indicator only focuses on the success criteria for the proving behavior, as opposed to success criteria for every activity.</i></p>
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle	The teacher executes a lesson cycle that is inappropriately paced. AND The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes a lesson cycle that is inappropriately paced. OR The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes an appropriately paced lesson cycle that gradually releases responsibility so that students can independently master the learning objective(s).	All of level 3 and... To address the learning needs of subgroups, the teacher adapts the pacing or the release of responsibility.	<ul style="list-style-type: none"> Does the teacher appropriately pace the lesson? Does the lesson gradually release responsibility to the students? Level IV: Does the teacher adapt the pacing or release of responsibility for subgroups?
	B) Cognitive Level of Student Learning Experiences	Learning experiences are not cognitively engaging. OR Learning experiences do not match the level of rigor required to attain mastery of the learning objective(s).	Some learning experiences are cognitively engaging. OR Some learning experiences match the level of rigor required to attain mastery of the learning objective(s).	Learning experiences throughout the lesson cycle are cognitively engaging. AND Learning experiences consistently match the level of rigor required to attain mastery of the learning objective(s).	All of level 3 and... Learning experiences require student thinking that exceeds the level of cognition or increases the level of challenge required by content standards.	<ul style="list-style-type: none"> Are learning experiences consistently cognitively engaging? Is the rigor of the learning experiences aligned to the learning objective? Level IV: Does student thinking exceed the level of cognition of cognitive challenge required by the standards?

Domain 3: Instruction

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Indicator At-A-Glance
		Level I	Level II	Level III	Level IV	
3.3 Implementation of instructional strategies	A) Questioning	Many questions posed by the teacher do not move student thinking toward mastery of the learning objective(s). OR Most of the questions posed by the teacher require little cognitive challenge.	The teacher poses questions to a small number of students in the class. OR The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s).	The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s). AND The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking.	<i>All of Level 3 and...</i> Students pose questions that require cognitive challenge. OR Students initiate questions to further other students' understanding of the content.	<ul style="list-style-type: none"> Are questions aligned to the learning objective? Are questions scaffolded toward cognitive challenge? Are questions posed to a few students or to a wide range of students? Are students required to correctly answer questions? Are students required to extend or justify their thinking? Level IV: Are students posing cognitively challenging questions?
	B) Academic Discourse	The teacher does not require students to use the language of the discipline, discuss academic ideas, or justify their reasoning. OR The teacher provides minimal opportunities for student discussion.	The teacher inconsistently requires students in whole class or small group conversations to use the language of the discipline, discuss academic ideas, or justify their reasoning. OR Academic discourse is limited to a small number of students.	The teacher facilitates conversations in whole class and small group settings that require all students to consistently use the language of the discipline, discuss academic ideas, and justify their reasoning.	Students facilitate whole class or small group discussions and consistently use the language of the discipline, discuss academic ideas, and justify their reasoning.	<ul style="list-style-type: none"> How many students participate in academic discourse? Do students participate in academic discourse consistently (in all activities and in all settings)? Level IV: Do students or the teacher facilitate whole class or small group discussion?
	C) Group structures	The structure and size of grouping arrangements do not move students toward mastery of the learning objective(s).	The structure and size of grouping arrangements inconsistently move students toward mastery of the learning objective(s). OR Students inconsistently participate within all group structures.	The structure and size of grouping arrangements move students toward mastery of the learning objective(s). AND Students actively participate within all group structures.	<i>All of level 3 and...</i> The teacher differentiates grouping arrangements in order to maximize learning for individual students. Students rely on each other to work through challenging activities and hold themselves and each other accountable for individual or group work.	<ul style="list-style-type: none"> Do the structure and size of grouping arrangements facilitate students' mastery of the learning objective? Do students consistently and actively participate within the group structures? Level IV: Is grouping differentiated? Level IV: Do students rely on each other to work through challenging activities, holding each other accountable?
	D) Resources and instructional materials	Resources and instructional materials are unsuitable to the lesson objective(s), distract from or interfere with student learning, or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and promote cognitive engagement.	<i>All of level 3 and...</i> Resources and instructional materials require cognitive engagement. Students choose, adapt, or create materials to extend learning.	<ul style="list-style-type: none"> Do resources and instructional materials: <ul style="list-style-type: none"> Suited the learning objective? Support attainment of the learning objective? Promote or require cognitive engagement? Level IV: Do students choose, adapt, or create materials to extend learning?

<p>3.4 Monitoring student learning during instruction</p>	<p>A) Checking for understanding and adjusting instruction</p>	<p>The teacher does not check for students' understanding of the learning objectives during the lesson. OR The teacher does not adjust instruction based on the data.</p>	<p>The teacher inconsistently checks for understanding throughout the lesson cycle. OR The checks do not yield actionable data on students' progress toward the learning objective(s). OR The teacher inconsistently or ineffectively adjusts instruction based on the data.</p>	<p>The teacher checks for understanding using varied techniques throughout the lesson cycle to yield actionable data on students' progress toward the learning objective(s). AND The teacher adjusts instruction based on the data to meet students' learning needs.</p>	<p><i>All of level 3 and...</i> The teacher implements differentiated instruction and continued checks for understanding based on the progress of subgroups toward mastery of the learning objective(s).</p>	<ul style="list-style-type: none"> • Does the teacher check for understanding throughout the lesson cycle? • Does the teacher use varied techniques to check for understanding? • Do checks for understanding yield actionable data? • Does the teacher effectively adjust instruction based on data from checks for understanding? • Level IV: Does the teacher implement differentiated instruction for subgroups based on data from checks for understanding? <p><i>NOTE: This indicator is aligned to 1.5A.</i></p>
	<p>B) Feedback to students</p>	<p>The teacher does not provide feedback to students. OR Feedback does not advance students toward mastery of the learning objective(s).</p>	<p>The teacher provides feedback but not throughout the lesson cycle. OR Feedback inconsistently advances students toward attainment of the learning objective(s).</p>	<p>The teacher provides feedback throughout the lesson cycle that is specific and timely. AND Feedback consistently advances students toward attainment of the learning objective(s).</p>	<p><i>All of level 3 and...</i> Students provide specific feedback to one another.</p>	<ul style="list-style-type: none"> • Does the teacher provide feedback throughout the lesson cycle? • Is feedback specific and timely? • Does feedback advance students toward the learning objective? • Level IV: Do students provide specific feedback to one another?
	<p>C) Self-monitoring</p>	<p>The teacher does not provide students with opportunities to engage in self-monitoring of their own progress or thinking.</p>	<p>The teacher provides students with limited opportunities for self-monitoring exercises.</p>	<p>The teacher provides students with opportunities for self-monitoring exercises that move students towards a deeper mastery of the objective(s).</p>	<p>Students self-monitor without the direction of the teacher. AND Students judge their own performance relative to success criteria.</p>	<ul style="list-style-type: none"> • Does the teacher provide opportunities for self-monitoring? • Does self-monitoring move students toward mastery of the learning objective? • Level IV: Do students self-monitor and judge their own performance? <p><i>NOTE: Goal setting has been removed from this indicator.</i></p>

Domain 4: Developing Professional Practice

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy	The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and success in meeting the instructional goals.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing general data to support the judgment.	<i>All of level 3 and...</i> The teacher cites specific data, and weighs the relative strengths of each data source. .
	B) Use in future planning	The teacher has limited suggestions for how the lesson could be improved.	The teacher makes general suggestions about how the lesson could be improved.	The teacher makes specific suggestions about how the specific lesson can be improved and general suggestions for improving the teaching practice as a whole.	<i>All of level 3 and...</i> The teacher predicts how the improvements will advance student learning in future lessons.
	C) Acceptance of feedback	The teacher is resistant to feedback from supervisors or colleagues and/or does not use the feedback to improve practice.	The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice.	<i>All of level 3 and...</i> The teacher proactively seeks feedback on what has been implemented.
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community	The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.	<i>All of level 3 and...</i> The teacher assumes appropriate leadership roles and promoting positive and professional relationships
	B) Professional development	The teacher resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The teacher welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others.	<i>All of level 3 and...</i> The teacher seeks out professional development opportunities and initiates activities that contribute to the profession.
	C) Shared commitment	The teacher demonstrates little commitment to supporting shared agreements that support student learning.	The teacher adheres to shared agreements that support student learning.	The teacher contributes to and actively endorses shared agreements that support student learning.	<i>All of level 3 and...</i> The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.

Domain 4: Developing Professional Practice

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

4.3 Exhibiting and upholding the Green Dot Core Values	A) Unwavering belief in all student's potential	Teacher demonstrates a pattern of failing to put students first (for example, making self available to students, not referring students to academic or behavioral interventions as needed, inconsistently promoting a positive "students can achieve" attitude on campus).	With rare exception, teacher puts students first, (for example, making self available to students referring students to academic or behavioral interventions as needed, promoting a positive "students can achieve" attitude on campus).	Teacher consistently puts students first (for example, making self available to students, referring students to academic or behavioral interventions as needed, promoting a positive "students can achieve" attitude on campus).	All of level 3 and... The teacher assumes a leadership role in encouraging others to develop this belief.
	B) Passion for excellence	Teacher demonstrates a pattern of failing to be solution-oriented, strive for continuous improvement, and be data-driven.	With rare exception, teacher is solution-oriented, striving for continuous improvement, and is data-driven	Teacher is consistently solution-oriented, striving for continuous improvement, and is data-driven.	All of level 3 and... The teacher takes it upon himself to isolate concerns at the school level, develop solutions, and present them to staff and stakeholders.
	C) Personal responsibility	Teacher demonstrates a pattern of failing to hold him/herself accountable for results, inconsistently staying until the job is well-done.	With rare exception, teacher holds him/herself accountable for results, staying until the job is well-done.	Teacher consistently holds him/herself accountable for results, staying until the job is well-done.	All of level 3 and... The teacher seeks out opportunities to help others develop their personal responsibility.
	D) Respect for others and community:	Teacher demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	With rare exception, teacher interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	Teacher consistently interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	All of level 3 and... The students contribute to the design and implementation of the parent communication system.
	E) All stakeholders critical to process	Teacher demonstrates a pattern of failing to solicit and incorporate input from stakeholders.	With rare exception, teacher solicits and incorporates input from all stakeholders.	Teacher consistently solicits and incorporates input from all stakeholders.	All of level 3 and... The teacher is transparent about stakeholder input, and allows stakeholders to view their data.

Domain 5: Developing Partnerships with Family and Community

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication	The teacher provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The teacher adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The teacher initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	<i>All of level 3 and...</i> The teacher promotes frequent two-way communication with parents to improve student learning with students contributing to the design of the system.
	B) Responsiveness to parent inquiries and communication	The teacher does not respond, or regularly responds insensitively to parent concerns about students.	The teacher responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The teacher responds to parent concerns in a timely and culturally respectful manner.	<i>All of level 3 and...</i> The teacher handles this communication with professional and cultural sensitivity.
	C) Inclusion of the family as a partner in learning decisions	The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher makes modest and partially successful attempts to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are frequent and successful.	<i>All of level 3 and...</i> Students contribute ideas for projects that will be enhanced by family participation.
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students	The teacher does not provide parents with strategies to support their child's success and college-readiness.	The teacher provides parents with limited strategies to support their child's success and college-readiness.	The teacher provides parents with several strategies to support their child's success and college-readiness including resources outside of the school.	The teacher works collaboratively with parents to identify appropriate strategies to support their child's success and college-readiness including resources outside of the school. Students initiate the use of strategies with their parents.
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy	There is little / no evidence that students work with the teacher to establish learning goals, or that the teacher advocates for students to establish high learning goals.	There is evidence that the teacher advocates for groups of students to establish high learning goals, and that he/she works with students as a group to set goals.	The teacher encourages and advocates for students to attain high learning goals, works to help set and monitor goals, and integrates curriculum experiences that connect to student goals.	<i>All of level 3 and...</i> The teacher establishes processes through which students establish and monitor high personal learning goals, and self-advocate for their attainment of the goals.
	B) Knowledge of community resources	The teacher is unaware of resources for students available through the school, CMO or community that students may access to learn about success in college and beyond.	The teacher demonstrates knowledge of resources for students available through the school or CMO, but has limited knowledge of resources available more broadly, or does not work to utilize the available resources to support student understanding of success in college and beyond.	The teacher displays awareness of resources for students available through the school or CMO, and familiarity with resources external to the school and on the Internet; available resources are utilized to increase relevance and student understanding of success in college and beyond.	<i>All of level 3 and...</i> Students identify and incorporate resources relevant to them, and that increases their understanding of success in college and beyond.

Domain 5: Developing Partnerships with Family and Community

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
	C) Support for students in accessing these resources	The teacher is unaware of resources and therefore unable to support students accessing resources.	The teacher refers students to other adults in the school to support students in accessing resources.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts.	<i>All of level 3 and...</i> The teacher promotes the students in taking responsibility for identifying and maintaining contacts with resources.

Attachment 9: High School Transformation Guidebook

Executive Summary



High School Transformation Guidebook Executive Summary

Components of the Guidebook

- **High School Transformation Guidebook:** Core guidebook providing an overview of Green Dot's recommended approach to high school transformation, including an introduction and detailed chapters organized around 8 transformation principles
- **Appendix Toolkit:** Additional tools and resources (e.g., templates, reference documents, samples) to provide deeper content and support implementation
- **Executive Summary:** Introduction and framing pages from each of the 8 chapters of the Guidebook to provide a high level look at Green Dot's transformation model and outline key transformation decisions and actions
- **Transformation Planning Tool:** List of priority action items in the planning year of a transformation, critical school and cluster-level hires, and budgeting tools to support implementation planning and project management

Contents

- Introduction

- Summary of Eight Transformation Principles

Introduction

- Through our work over the past 12 years, we've learned a lot about what it takes to successfully run independent charter schools and to transform chronically low-performing high schools
- While we have seen some successes in early indicators such as retention and enrollment – as well as student achievement gains – we're still learning and have a long way to go
- Through a grant from the Carnegie Corporation of New York, we have developed this guidebook to capture and codify what we have learned about transforming chronically low-performing high schools; this guidebook is a product of reflecting on our experience and revisiting what worked well – and what didn't

Objectives of the High School Transformation Guidebook

- This Guidebook:
 - Provides an **orientation to our approach to high school transformation**
 - Provides a potential path for successful implementation of high school transformation, with a focus on **effective decision-making in the first few years**
- Included are a set of **recommended structures, practices, and decisions**; however, fiscal, political, and/or other environmental conditions may result in scaled back or limited implementation of these suggestions
- Other approaches to transformations (i.e., middle/elementary school, partnerships, etc.) will resemble this approach but will **necessarily need context-specific adjustments**

*The core purpose of this Guidebook is to **enable school leaders and teachers to focus on improving teaching and learning** by providing a set of supports, particularly in the planning phase, to minimize the time and resources required to address the challenges of high school transformation*

Intended audiences and uses

- For current school leaders and potential operators:
 - Review the introductory section for an overview of Green Dot's approach to transformations
 - Review individual sections as needed
 - Connect with Home Office for additional support
- For Home Office and cluster leaders:
 - Direct potential operators and school leaders to individual sections as needed to provide an overview of key decisions
 - Ensure the document represents the latest thinking as Green Dot's approach to transformations continues to evolve



The Guidebook is meant to serve as an anchor for transformation planning and structuring expectations, but successful execution of a high school transformation will require more – a strong team, adequate resources and a collective attitude of perseverance

Green Dot Public Schools Mission

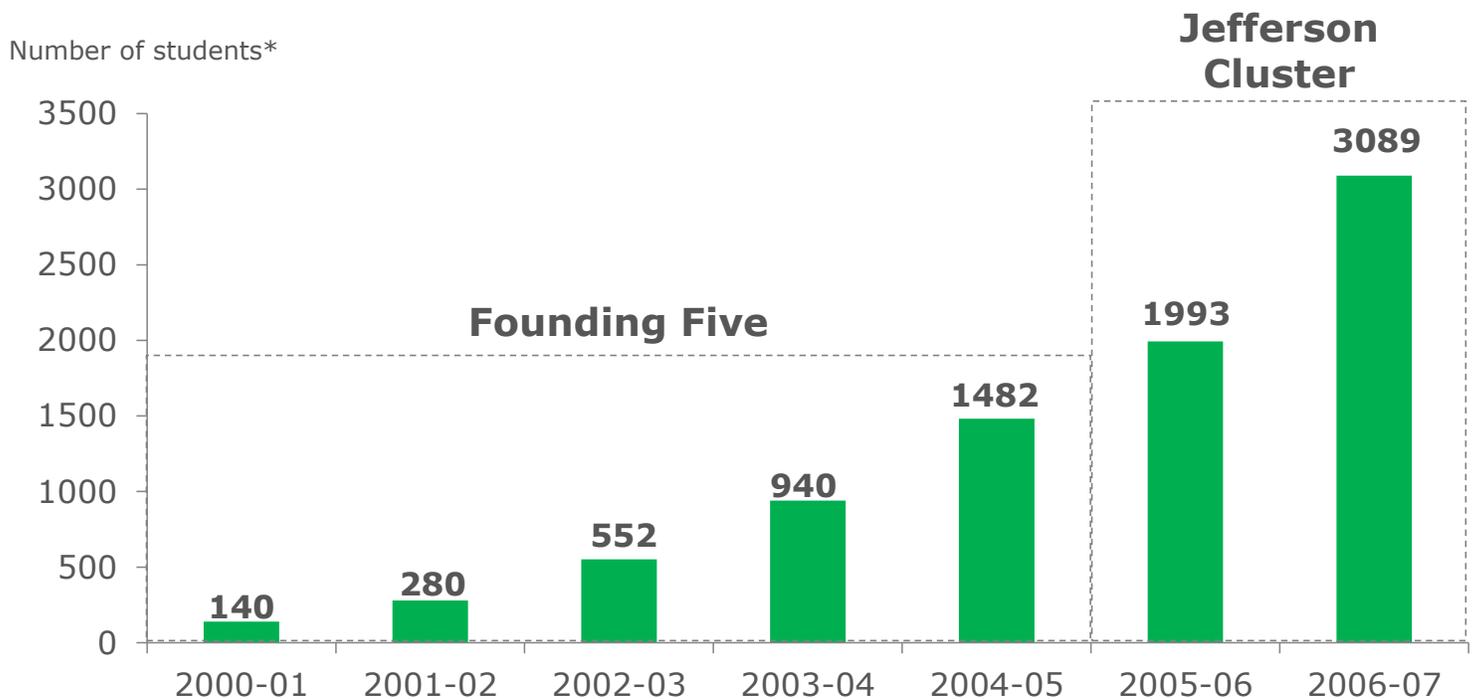


is leading the charge to
transform public education in Los Angeles
and beyond so that all young adults receive the
education they deserve to be
prepared for college, leadership & life



Green Dot operates public schools with the
same public dollars as the district, and does it
with a ***fully unionized staff***

Before taking on the Locke Transformation, Green Dot initially opened 10 independent charter schools...



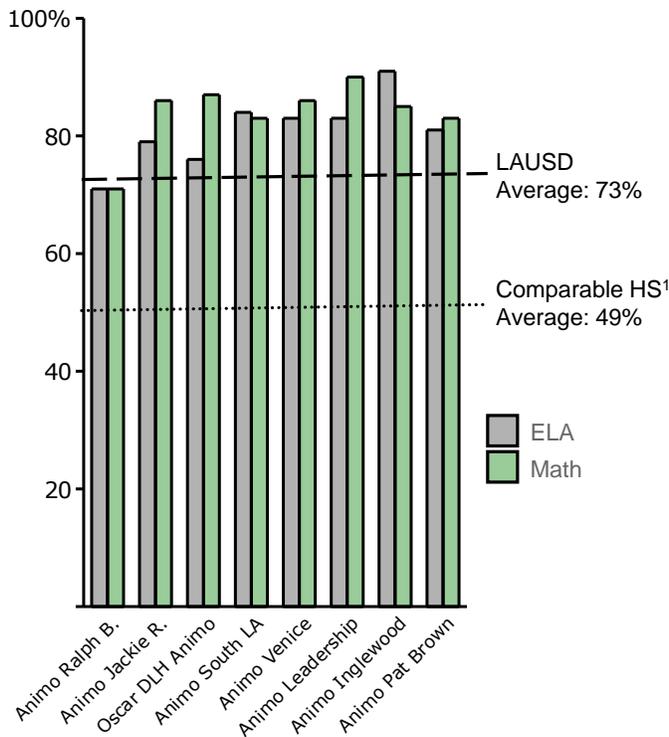
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*Refers to projected annual enrollment (e.g., average enrollment throughout the year, not start-of-year enrollment)
Source: State of the Dot update, 2010

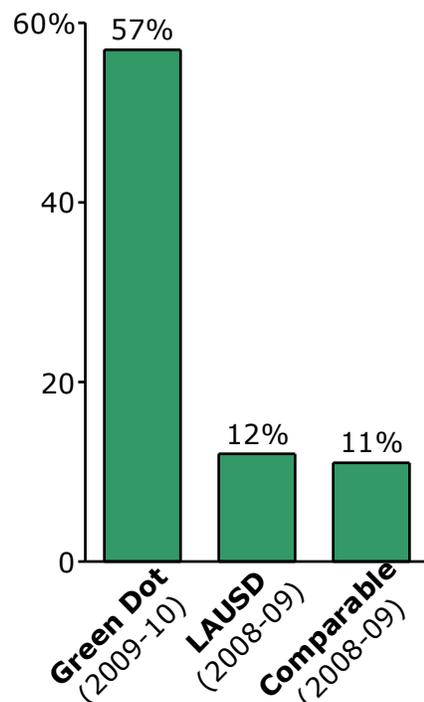
...and has achieved early success in these schools relative to LAUSD and other comparable schools

% students passing CAHSEE (2009-10)



% 9th graders graduating within four years and meeting UC/CSU requirements

College Opportunity Ratio (COR)²



1. "Comparable schools" refers to those operating in neighborhoods with a Green Dot Award # U282M140014 (Barningside, Venice, Westchester, Roosevelt, Garfield, Washington Prep, Jordan, Fremont, Santee, and Jefferson; Venice and Westchester are outliers with 71% and 63%, respectively)

2. Refers to metric developed by University of California All Campus Consortium on Research for Diversity; calculated by dividing number of graduates completing A-G curriculum required for UC/CSUs by freshman cohort four years earlier; Green Dot's % based on outcomes from "Founding Five" schools
Source: Green Dot Key Performance Indicators 2010; LAUSD website; California Department of Education data; UC ACCORD

In 2008, we took on our most complex project: The Locke Transformation

An unprecedented challenge...

- Green Dot's first transformation
- Locke was one of the worst performing high schools in the state
- 20x the size of any of our four previous school launches (~2,900+ students at launch)
- No other operator had taken on a transformation of similar scale and difficulty

...with a very high-need student population

- ~200-300 severely credit deficient 10th-12th graders
- 300 students with full range of Special Education needs
- 50-100 juvenile justice returnees per year
- Youth with a range of other significant barriers (e.g., strong gang-affiliation, living in foster care, high level of mental health issues)

...and an inherited culture that worked against Green Dot's success

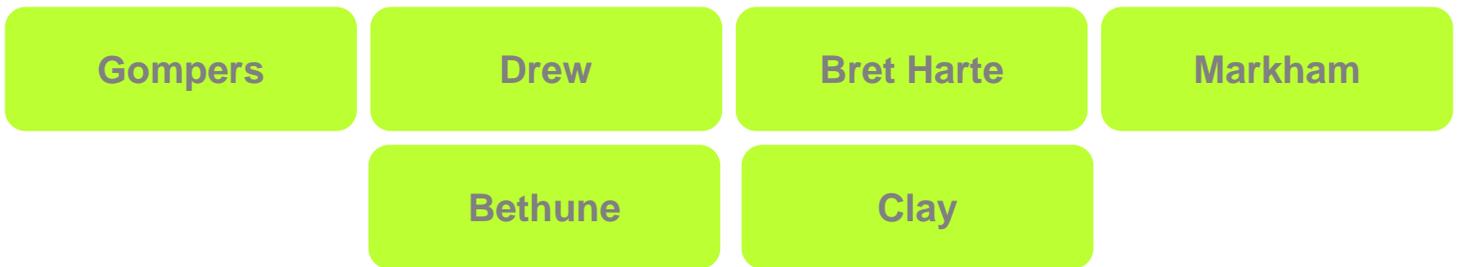
- A culture that was not about going to class, let alone going to college
- Community concerns about Green Dot and the transformation

Green Dot took on the challenge of **school transformation** – taking over a **chronically underperforming school** as an **independent operator** to drive significant **achievement gains** and transform the school into a **high-performing organization**

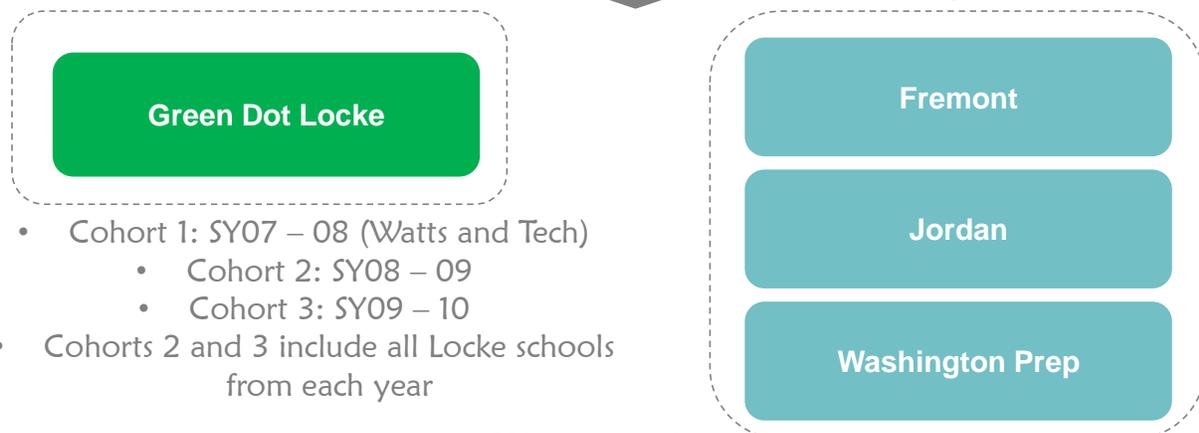
Four years later, a rigorous study was conducted to assess Green Dot's impact at Locke

The UCLA CRESST study used a unique matched pair analysis to assess the impact of the Locke transformation

Feeder Middle Schools



Peer High Schools



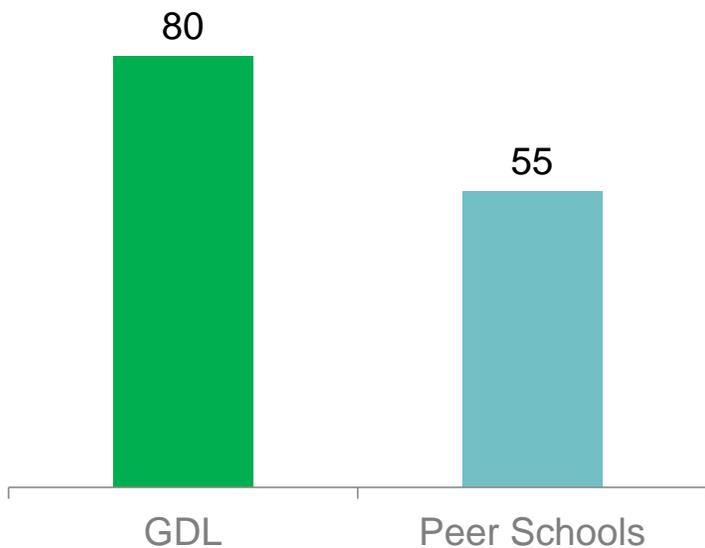
- Cohort 1: SY07 – 08 (Watts and Tech)
 - Cohort 2: SY08 – 09
 - Cohort 3: SY09 – 10
- Cohorts 2 and 3 include all Locke schools from each year

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The study showed Green Dot students were 1.5x more likely to graduate and 3.7x more likely to graduate college-ready

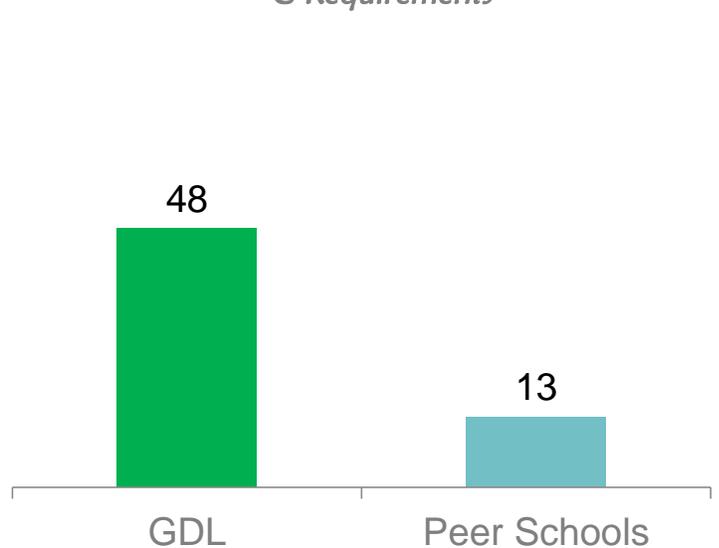
Graduation Rates

Cohort 1: Percentage of Students Graduating



A-G Requirements

Cohort 1: Percentage of Students Graduating w/ A—G Requirements



The results above are for students in Cohort 1, who were 10th graders at the time of transformation. Results for cohorts 2 & 3 are expected to be higher as students will have spent all 4 years with Green Dot

Lessons along the way were hard – transformations differ fundamentally from opening independent charter schools

- Transformations are **politically volatile** and require **effective district and union partnerships**, as well as early **parent and community engagement** to minimize perceptions of outsider intrusion
- Transformations are **required to draw from the same attendance area** as the local school, as well as **accept all students** and **accept students throughout the year** (rather than during a fixed-enrollment window)
- Transformations **involve taking on a full 9-12th grade student body at once** (rather than growing a school grade-by-grade); as a result, they require:
 - Significant **effort to change expectations** for retained students from Day 1
 - Massive **hiring of teachers and support staff quickly and effectively** to support an entire student body
- A higher percentage of students in transformation schools are likely to **enter below grade-level and require significant and personalized interventions** (especially those students retained from the pre-transformation school)

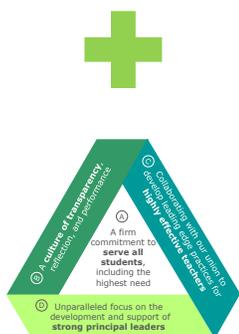


To overcome these challenges, we developed a **student-focused philosophy for school transformation**

Our transformation philosophy intensifies the Green Dot school model to deliver dramatic student learning gains

Green Dot's expectations for all its schools....

- 1 Small, safe personalized schools
- 2 High expectations for all students / college-going culture
- 3 Local Control with Extensive Professional Development and Accountability
- 4 Parent Participation
- 5 Maximize Funding to the Classroom
- 6 Keep Schools Open Later



...intensified through a set of eight transformation-specific principles...

- 1 **Transitioning a school successfully** using key community and district partners
- 2 **Establishing an effective early presence** with students and the community
- 3 **Developing a high-performing team** dedicated to transformation
- 4 **Splitting a large high school into a cluster of small schools**
- 5 **Creating a dramatically different new school climate** on day one
- 6 **Implementing a portfolio of interventions** for high-needs students
- 7 **Measuring success holistically** through retention, rigor and results
- 8 **Ensuring effective budgeting** preparation and policies

...will allow us to reach our ultimate impact

All students graduate prepared for **college, leadership and life**

A replicable model to **eliminate chronically underperforming schools in LA (and beyond)**

Effective governance and decision-making to create a cluster of high-performing transformation schools

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Our school model is grounded in six tenets typical of high-performing schools

1 Small, safe personalized schools

Green Dot aims to have small schools to ensure that each student will not go unnoticed

2 High expectations for all students in a college-going culture

Green Dot schools center on high expectations for all students and believe that every student should be prepared to attend a four-year college

3 Local control with extensive professional development and accountability

Principals and teachers own critical decisions at their schools related to budgeting, hiring and curriculum customization – and receive extensive support to do so

4 Parent participation

Green Dot is committed to actively integrating parents/guardians into all aspects of their students' educational experiences

5 Increased funding to the classroom

Green Dot's organization centers on getting more money into the classroom to enable principals and teachers to effectively serve students

6 Schools that stay open later

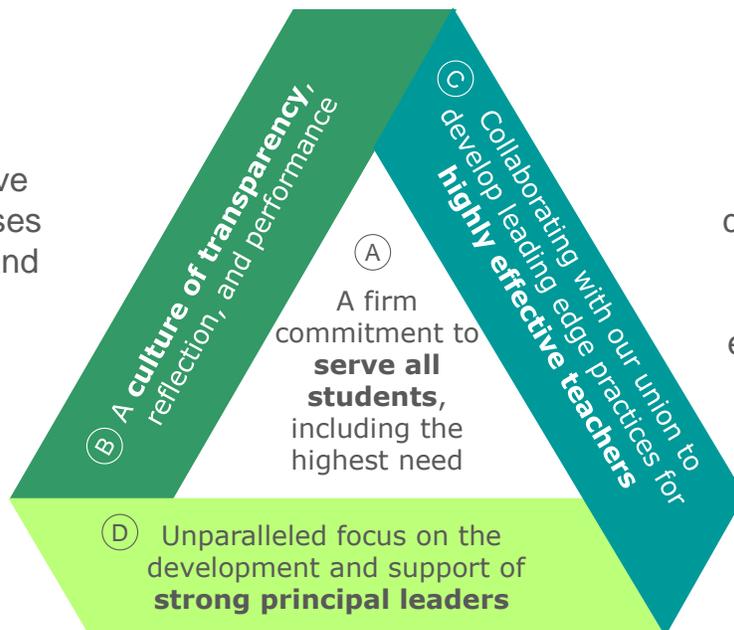
Green Dot schools are kept open until at least 5pm daily to provide students with safe, enriching after-school programs

Our school model: What makes Green Dot unique

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

(B)

We value results and have built systems and processes to enable accountability and earned autonomy



(C)

We are working collaboratively with our union to build a teacher support and evaluation system that ensures an effective teacher is in every classroom and rewards teachers for effectiveness, not seniority

(D) We have made a large investment in developing a pipeline of strong administrators, through high-touch coaching, mentoring and individualized professional development

Our approach to high school transformation intensifies the traditional school model with eight key principles

- 1** **Transitioning a school successfully** using key community and district partners
Ensure a **successful transition of a chronically underperforming school** through effective community outreach, a successful charter petition and district partnership
- 2** **Establishing an effective early presence** with students and the community
Establish an **early presence** to engage the community and students and create **ambassadors for transformation** (students, parents, community, and union leaders)
- 3** **Developing a high-performing team** dedicated to transformation
Create a **team of high-performing teachers and leaders** anchored in transformation experience
- 4** **Splitting a large high school into a cluster of small schools**
Convert a large high school into a **cluster of small schools** and effectively manage facilities, resources, and services
- 5** **Creating a dramatically different new school climate** on day one
Foster a positive and dramatically different **new school climate** for all students from day one with a focus on student supports and programs
- 6** **Implementing a portfolio of interventions** for high-needs students
Provide a **portfolio of interventions** and tailored academic supports for all students, especially high-need students
- 7** **Measuring success holistically** through retention, rigor and results
Take a **data-driven approach** with a focus on student metrics to drive improvement and gauge success
- 8** **Ensuring effective budgeting** preparation and policies
Effectively **budget and manage resources** to allow for significant up-front costs and ensure long-term sustainability using entirely public dollars

Detail on each of these principles is included in a separate guidebook chapter

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Our philosophy is based on an effective governance and decision-making model

Our school model (and foundational elements)



...intensified through a set of eight transformation-specific principles...

- 1 **Transitioning a school successfully** using key community and district partners
- 2 **Establishing an effective early presence** with students and the community
- 3 **Developing a high-performing team** dedicated to transformation
- 4 **Splitting a large high school into a cluster of small schools**
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...will allow us to reach our ultimate impact

All students graduate prepared for **college, leadership and life**

A replicable model to **eliminate** chronically underperforming schools in LA (and beyond)

Effective governance and decision-making to create a cluster of high-performing transformation schools

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Green Dot uses a three-tiered organization to support transformation work in a cluster of small schools

Recommended organization design

Home Office-level
(Ed Team, Ops Team, Finance Team, External Affairs & Strategic Planning)

Rationale

A home office should have **centralized expertise** to provide support for school-leaders...

Key roles within this design

The **Home Office** provides academic guidelines and operations support to ensure consistency across Green Dot schools and allow instructional leaders to focus on their classrooms

Cluster-level
(Cluster Director, Cluster Business Manager and cluster-level supports)

...and have a dedicated team to **individualize support for school-leaders** (and hold school leaders accountable) across a cluster of small schools...

Cluster Directors and **CBMs** provide support across schools to ensure consistency and fairness, as well as support in cluster-level decision making

Additional cluster-level supports provide services across schools, and are accountable to either cluster or Home Office leadership

School-level
(Principal, APs, deans, teachers, counselors, and support staff)

...with the end result that school-leaders:

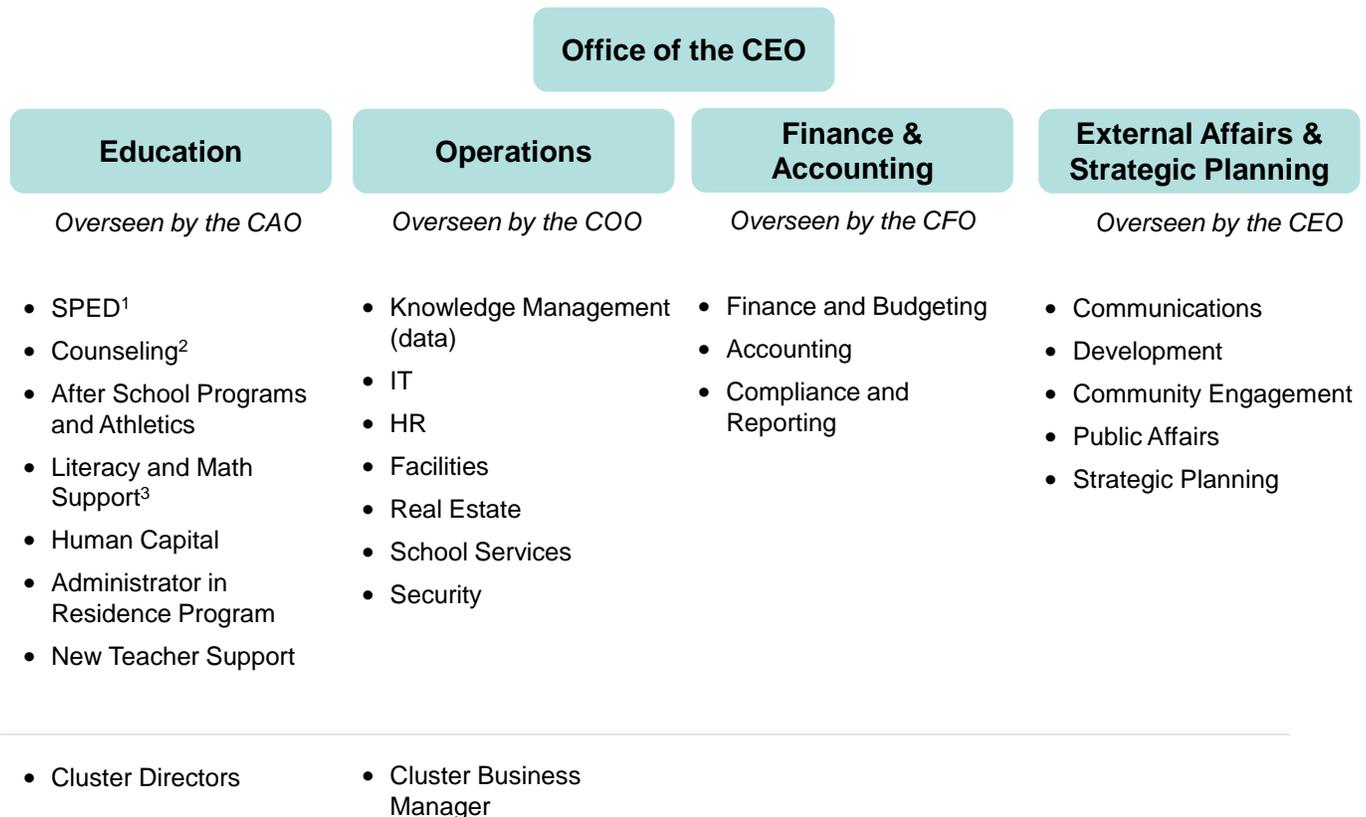
1. Are able to maximize the time they spend **focused on improving teaching and learning**
2. Have the **earned autonomy** to make decisions at the school level
3. Are **accountable** for student achievement

Principals are the ultimate decision-makers for what occurs at each school site. They are supported by **APs** and **deans** and oversee **teachers**

Academic and counseling/mental health supports exist at the school level but ultimately report to the Home Office

Home Office provides centralized expertise to support school leaders

The Home Office provides centralized expertise to leaders across the network of Green Dot schools



¹ Includes SPED program administrator and school psychologists

² Includes Counseling Services Director and Clinical Supervisor

³ Includes Literacy and Math coordinators and specialists, ELL Specialist

The Cluster Director and Cluster Business Manager individualize supports for schools

Green Dot’s small school model requires a layer of support at the cluster-level to provide individualized supports to school leaders

Cluster-level leaders (Cluster Director and Cluster Business Manager)

Responsibilities	<ul style="list-style-type: none"> • Cluster Director takes responsibility for ensuring that principals in each school have the appropriate support that they need and are accountable for student achievement <i>Acts as cluster-level superintendent</i> 	<ul style="list-style-type: none"> • Cluster Business Manager provides finance and operations support for schools
Recommended experience / competencies	<ul style="list-style-type: none"> • Former successful school leadership experience, preferably in a Green Dot transformation school • Experience in effectively delivering targeted supports to school leaders and holding school leaders accountable for results 	<ul style="list-style-type: none"> • Former Home Office leader or individual with a business background who seeks to actively support school leaders • Customer-driven lens to ensure that principals have minimal non-instructional responsibilities
Reports to	<ul style="list-style-type: none"> • Home Office: Ed Team 	<ul style="list-style-type: none"> • Home Office: Ops Team
Direct Reports	<ul style="list-style-type: none"> • Principals 	<ul style="list-style-type: none"> • N/A

Additional cluster-level supports ensure efficient use of resources across the cluster

Cluster-level supports

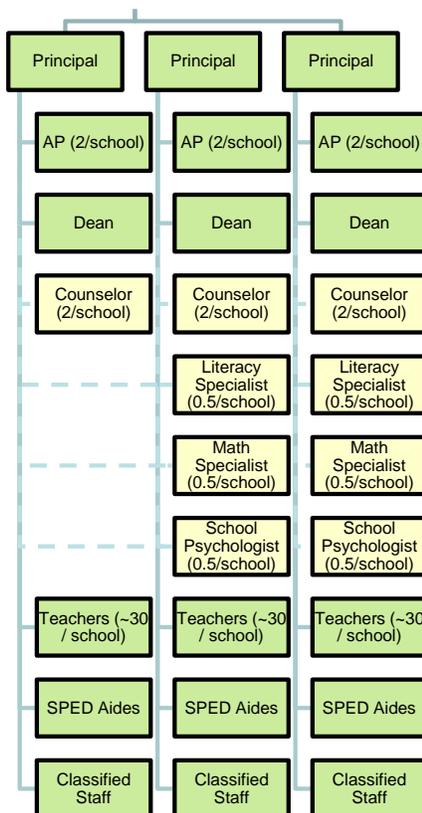
Position	Primary Report to:	Secondary Report to:	Cost supported by:	Description
ELL specialist	<i>Literacy coordinator</i>	<i>Cluster Director</i>	Home Office	ELL Specialist oversees ELL program and provides coaching support to teachers
Coordinator of After School Programs and Athletics	CAO	<i>Cluster Director and CBM</i>	Home Office	Coordinator of Afterschool Programs and Athletics oversees athletics and afterschool programs across the cluster
Clinical Supervisor	<i>Director of Counseling Services</i>	<i>Cluster Director</i>	Cluster Budget	Clinical Supervisor manages mental health interns
SPED Program Administrator	CAO	<i>Cluster Director</i>	Cluster Budget	SPED Program Administrator manages the SPED program(s) at the cluster level and has experience delivering interventions to high-need students. Oversees schools psychologists
Behavioral specialist	<i>SPED Program Administrator</i>	<i>Cluster Director</i>	Cluster Budget	Behavioral specialist works directly with deans to address general education and SPED behavioral issues and has experience supporting students in highly fragmented school settings
Security Coordinator	<i>Director of Security</i>	CBM	Cluster Budget	Security Coordinator oversees campus security and coordinates between cluster-level and school-level security
Security Vendor	<i>Security Coordinator</i>	CBM	Cluster Budget	Security Vendor is contracted by the cluster to provide centralized security (guards, etc.) and manage shared space
School Resource Deputy	<i>Security Coordinator</i>	CBM	Cluster Budget	School Resource Deputy is a uniformed officer contracted to patrol the cluster
Athletic Director	<i>Principals (Cluster Governance Committee)</i>	CBM	Cluster Budget	Athletic Director oversees athletic programs for the cluster, coordinating with the Coordinator of After School Programs and Athletics

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Note: The above structure represents a recommended model for transformation staffing; current adverse fiscal conditions in CA have resulted in fewer and/or consolidated roles

Principals have the ultimate responsibility for teaching and learning at each school

School Level Structure



Reports to the Home Office Education Team

Roles and responsibilities

Principals are the ultimate decision-makers and instructional leaders at each school and have prior experience in successful school transformations and/or as a school principal

Assistant Principals support principals with instruction and operations; APs ideally have prior experience within transformation settings and/or as successful APs

Deans oversee discipline and school culture

Counselors oversee student placement, mental health services at the school site and the college application process; report to principals

Literacy and math specialists provide programming support, curriculum development, support and coaching and professional development for math, ELL and reading intervention teachers; report to Literacy and Math Coordinators (Ed team)

School psychologists complete SPED assessments and provide mental health supports to students; report to the SPED administrator

Teachers oversee student instruction

SPED Aides support SPED teachers (1 per teacher)

Classified staff includes non-certificated staff (3-4 Campus Security Aides, 1 Office Manager, 1 Office Assistant, 1 Parent Coordinator and 1 Bilingual Aide per school)

We've learned school leaders need extensive Home Office support, particularly in Year 0 and Year 1

<p>Outreach & Education</p> <ul style="list-style-type: none"> What are the outreach efforts to each constituency group? How will they be coordinated w/ existing workstreams? What is the messaging to each group? What is the community plan to leverage existing contacts? 	<p>Fundraising</p> <ul style="list-style-type: none"> Will we apply for and receive startup grants for our schools? Will we begin a capital campaign for Locke? What other sources of funding currently exist? Will we begin a capital campaign for Locke? What other sources of funding currently exist? How do we fund ACE? 	<p>Summer School</p> <ul style="list-style-type: none"> Will we have summer school? Who will manage it? 	<p>Structure & Governance</p> <ul style="list-style-type: none"> How do balance separate accountability structures for schools and maximize funding? What combination of charters (conversion & startup) will enable us to achieve this goal? What is the plan to open additional schools as part of the project? Will we have single community advisory board for cluster? <ul style="list-style-type: none"> Are we abolishing SSC, Bilingual Councils, etc. Will each school still have it's own advisory council? Will we close and re-open ALT and AW2 for SB319 funding? Will cluster governance exist in addition to each school maintaining its own governance, formal (school site council) or informal (advisory board)? 	<p>Finance</p> <ul style="list-style-type: none"> How much revenue limit \$ will we receive? How much categorical funds will we receive? Who will do the req'd reporting and compliance? <ul style="list-style-type: none"> How will the proposed structure impact the reporting and compliance? What work needs to be done to our fin/acc't systems to support the proposed structure? Will we receive QEIA for LK1, 2, 3, ACE, ALT, and AW2? Will we close and re-open ALT and AW2 for SB319 funding? Will there be any changes to cluster accounting? What about Yr 1 carryover funds? How will school generated funds be handled? ASB, athletics, PTA, etc. 	<p>Govt. Affairs</p> <ul style="list-style-type: none"> What current policies/laws impact the transform at on? How can we get relief or influence legislative changes for this and future transformations? What influence, if any, does UTLA or other unions have on our ability to execute? What coordination is required with the Mayor's partnership? What current policies/laws impact the transformation? What additional legislative relief or changes are needed for Locke that will help pave the way for future transformations? QEIA for LK 1, 2, and 3? What do we need to worry about re: UTLA? What additional coordination is required with the Mayor's partnership?
<p>Facilities</p> <ul style="list-style-type: none"> How many incubator sites will be provided by LAUSD/how many do we need? What rooms will each school occupy over the 4 years? How much funding (from existing projects) will we receive from LAUSD? How do we achieve separation for schools on campus? What are the key issues to negotiate with LAUSD re: the facilities use agreement? What conditions will Locke be when we get control? <ul style="list-style-type: none"> What are the timelines? What about FFE? Where will the schools be located in Yr 2? How does QEIA affect the number of classrooms needed? How much funding (from existing projects) will we receive from LAUSD? Will we need to build additional satellite facilities than what is already planned? How do we achieve separation for schools on campus? What improvements will be done to the campus in Yr 2? Will we use Flourmoy? What do we do with extra capacity at 111th Place & Avalon? How will summer school and summer bridge be coordinated on the main campus with the plethora of facilities moves? Who will pay for deferred maintenance? Will we get the Truth facility? 	<p>Student Enrollment</p> <ul style="list-style-type: none"> How will we assign students to schools? <ul style="list-style-type: none"> Are we doing a lottery? What information do we need to gather about our students during the enrollment process? <ul style="list-style-type: none"> What is the enrollment process? Where will 2nd year 9th grade students enroll? What constitutes a full school? <ul style="list-style-type: none"> What are our attendance boundaries? How will we assign students to schools? Are we doing a lottery? What is our middle school outreach plan to ensure we get as many students enrolled before school starts as possible? Where do we place severely credit deficient students? How many students will attend the Locke Cluster in Yr 2? What will the opt out and over the cap options be with LAUSD? SDP students? How will the welcome center track enrollment and waiting lists? What happens to 9th grade overflow students? Will we take out of attendance area students? If so, how and when? What is the interlock transfer policy? What is the preference of school policy? 	<p>Cluster Culture and Student Life</p> <ul style="list-style-type: none"> How will we name the schools? What will the uniforms be? How will we manage cluster wide athletics? How will we manage clusterwide afterschool partnerships, activities, clubs, etc. How will we manage clusterwide electives? <ul style="list-style-type: none"> How can we promote school safety with students? <ul style="list-style-type: none"> Common discipline and gang policy? Gang inventions and partnerships What flexibility do we have to intervene on campus before 6/30? How will we support "all student wellbeing"? What additional supports are needed for cluster-wide athletics? Will there be cluster electives? Will 3R0TC remain on campus? What role will OST play on campus? How does the activities director role change? What communication structures are needed? How to educate the cluster about the cluster? What are all the cluster services? Who uses the textbook room? How will the 1st day of school be run? Will the master schedules of all campus schools be the same? <ul style="list-style-type: none"> Logistics still to be worked out? Substitutes Deliveries 	<p>Human Resources</p> <ul style="list-style-type: none"> What is our classified staffing model? How will we attract top talent to LLCA? How will the hiring processes be run (cart +classified)? How many principals and AP's will we hire? How will Locke affect our certificated salary scale? How will Locke impact our classified salaries and benefits? Will we have an on-team agreement with LAUSD? What key hires need to be made at the cluster level? How soon can we begin observing teachers at Locke? What will happen to the Legacy classified staff? What staff will be cut as LLCA declines enrollment and how do we help ensure talented staff can remain at Green Dot? What is the timeline for communicating above info? What key hires need to remain or be removed at the cluster level? What add'l key hires need to be made at the cluster level, if any? How do we recruit and retain talented SDP teachers? 	<p>Cluster Services Model</p> <ul style="list-style-type: none"> What operational services will be shared b/w cluster schools? <ul style="list-style-type: none"> Security Custodial Maintenance and operations IT Foodservice What operational adjustments must be coordinated between schools to share services? How will we structure an agreement with LAUSD regarding these services (incl. facilities use agreements)? What is the org structure that will enable the cluster model to be successful? <ul style="list-style-type: none"> How will this org structure interact with the home office? 	
<p>SPED</p> <ul style="list-style-type: none"> What will we do with SDC next year? What are the constraints (funding, liability issues) that influence what GD can offer re: SPED? How will SPED services be shared b/w cluster schools? When do we get access to IEP's? What is the school model with SDP students? What will our SDP look like? How is SDP enrollment divided amongst the Locke schools? How many years will it take SPED students to graduate (affects enrollment #s)? What are the options for SDP students who want to opt out or who try to enroll past the enrollment cap? What services, if any, will we continue to use from LAUSD SPED? What will LAUSD's AB600 encroachment be given that we are serving SDP students? Finance Model? Transportation? 	<p>ELL</p> <ul style="list-style-type: none"> What/how will ELL services be shared b/w cluster schools? <ul style="list-style-type: none"> How will we decide if we should open a dedicated ELL school? Does LK1 consider a 5 year school model? Will LK1 continue to take ESL students? What % of their students will be ESL once LLCA goes away? 	<p>Alternative Education</p> <ul style="list-style-type: none"> Will we open an alternative education school in the cluster? <ul style="list-style-type: none"> How will we work with the Locke Early Ed and Truth high school? Should we work immediately to define partnerships. How can we integrate vocational education options for students at Locke? What alternative schools will we have partnerships with? Maxine Waters? Truth or other continuation? Early Ed? How can we serve severely credit deficient students? Will Opportunity students be placed in other Locke schools after 1 year and if so, how will their placement be determined? How can Advanced Path work better (i.e. DJ doesn't get hit in the back of the head when she's there)? What is the criteria for students to be able to enter AP? Where do students go if they don't want AP? 	<p>LLCA</p> <ul style="list-style-type: none"> Will LLCA be organized by grade level or by multi-grade academy or hybrid? What is the education model for LLCA? <ul style="list-style-type: none"> Core curricular, interventions, etc. How will a student needs assessment drive the design of LLCA? Will LLCA be a 3 year school or a 4 year school? How will teachers and staff be cut as the school declines enrollment? What is the LLCA model? <ul style="list-style-type: none"> Enrollment Staffing Facilities 	<p>ACE</p> <ul style="list-style-type: none"> How many students will be enrolled in ACE? Where will ACE be located? What improvements to the shop rooms are necessary? Will ACE be part of AL#4 or will it be it's own separate school? What additional resources are needed outside of the traditional GD model? <ul style="list-style-type: none"> Can ACE take SLD students? Can ACE take ESL students? Can students enroll in ACE in 10th grade? 11th grade? 12th grade? What is the ACE staffing model? What role will Community Coalition play in ACE? 	

As schools demonstrate results, they take on greater responsibility and ownership

Schools need **significant Home Office support** in Year 0 and Year 1 to create a strong foundation

- To allow principals to focus on teaching and learning, such responsibilities as facility renovation and usage, creating a cluster and securing legal status, are best handled by the Home Office early on
- Green Dot has a successful school model for both turnaround and independent charter schools; the Home Office and cluster-level leadership can lay the foundation for this model across all schools in the early years

Over time and with **2-3 years of demonstrated performance**, schools can **earn autonomy**

- After schools create sustainable structures and demonstrate two to three years of academic achievement, they should earn decision-making ownership to refine their school model

Our **desired state** is that schools own the work of **continuous improvement**

- School-based leadership teams (with support from the Home Office and the cluster-level) are in the best position to make school-level decisions, as they are closest to student and teacher needs

Our philosophy of earned autonomy is at the core of the relationship between schools, cluster and Home Office

When are decisions made?

*Desired state**

Year 1

Home Office lays the foundation for the Green Dot school model

Year 0

Home Office-level

Locus of decision-making

School-level (principal and teachers)

With the Green Dot model as a foundation, **school-level leadership has increasing responsibility** to refine the model to meet specific local needs

The **Home Office provides support** to enable schools to focus on teaching and learning

Cluster-level provides targeted support and holds schools **accountable for results**

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*The “Desired state” for a school occurs after a school has demonstrated 2-3 years of significant student achievement growth and absolute performance; the expectation is that this occurs within 6 years

The Home Office makes early planning decisions, transitioning greater ownership to the cluster and schools

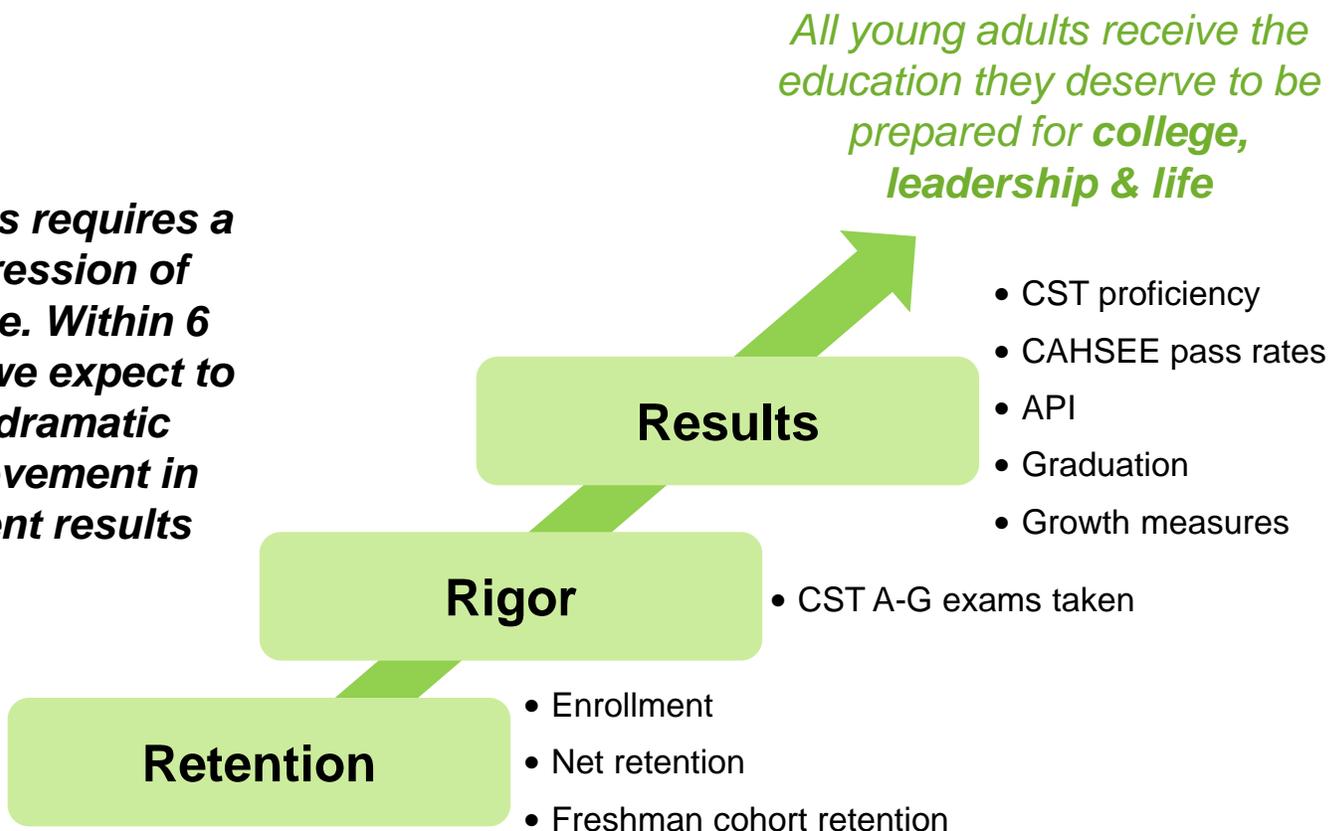
	Pre-Planning Year	Planning Year (Year 0)			Year 1
	May through Aug	Sept through Dec	Jan through May	Jun through Aug	Sept & Beyond
Decision Makers	<ul style="list-style-type: none"> Executive team (CEO, COO, CAO) leads decisions Input from other Home Office leadership as needed 	<ul style="list-style-type: none"> Executive team and cluster leaders (CBM and CD) lead decisions Input from other Home Office leadership as needed 	<ul style="list-style-type: none"> Steering Committee (CD, CBM, principals, COO and VP of Ed team) make cluster decisions, elevating as needed Input from Home Office and LAUSD leaders as needed Principals make school level decisions, in consultation with CD 	<ul style="list-style-type: none"> Cluster Governance Committee* (CD, CBM and principals) make cluster decisions, elevating as needed Principals make school level decisions, in consultation with CD 	<ul style="list-style-type: none"> Cluster Governance Committee expands to include APs and select teachers and certificated staff Principals and School Advisory Committees (SAC) manage school level decisions School and cluster committees (attendance, electives, etc.) provide additional input
Key decisions / actions	<ul style="list-style-type: none"> Identify school and transformation mechanism Develop and launch outreach strategy Seek fundraising sources to support upfront costs 	<ul style="list-style-type: none"> Develop and submit the charter petition Hire the Cluster Director and CBM 	<ul style="list-style-type: none"> Hire principals and key staff Conduct transcript reviews and develop master calendar Recruit students Gain access to the facility and equipment 	<ul style="list-style-type: none"> Conduct diagnostic testing Renovate and prepare the facility Hire and prepare remaining staff 	<ul style="list-style-type: none"> Ongoing management of schools and refinement of the model Staff development Coordination of shared decisions across schools

PR/Award of Charter Dispute
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*See Principle 4: Cluster of Small Schools

We measure and communicate our success – today and over time – by the 3 Rs

Success requires a progression of change. Within 6 years, we expect to see dramatic improvement in student results



Our ultimate goal is to create a replicable model to eliminate chronically underperforming schools in LA

- Our education system is failing: LAUSD has the second-lowest graduation rate in the nation at 40.6% (2010)
- Today, a third of Green Dot's students attend schools that are part of Locke High School; Locke had been one of the district's most notorious chronically underperforming schools until Green Dot took it over in 2008
- Our vision is to eliminate the ~28 chronically underperforming schools (those with graduation rates below 60%) in LA over the next 15 years



Reaching this goal will require successful and replicable high school transformations and an enabling political environment

Contents

- Introduction

- Summary of Eight Transformation Principles

Summary of Transformation Principles

- Over the past 12 years, we have achieved early success with our school model for independent charter schools; **our approach to high school transformation intensifies this school model** through a set of **eight transformation principles**
- The **guidebook chapters that follow provide detail on each principle** based on what we have learned since we undertook the Locke transformation
- This guidebook is a product of **reflecting on our work over our years of experience** and revisiting what worked well – and what didn't
- We don't presume that we have all the right answers to high school transformation and **we know that we still have a long way to go**

This Guidebook's chapters explain and codify the eight transformation principles

1	Transitioning a school successfully using key community and district partners	<ul style="list-style-type: none"> • Identify transformation mechanism and submit charter • Earn the support of parents and the broader community • Develop mutually acceptable agreements with local district
2	Establishing an effective early presence with students and the community	<ul style="list-style-type: none"> • Effectively reach out to teachers, parents and students at the existing school • Effectively recruit and enroll incoming students
3	Developing a high-performing team dedicated to transformation	<ul style="list-style-type: none"> • Establish a team of high-performing leaders • Establish and maintain a highly effective teaching staff
4	Splitting a large high school into a cluster of small schools	<ul style="list-style-type: none"> • Create a cluster of small schools • Effectively utilize facility and assets • Coordinate shared decisions
5	Creating a dramatically different new school climate on day one	<ul style="list-style-type: none"> • Establish a culture and climate of success • Ensure a safe and secure campus • Provide robust student programs and supports
6	Implementing a portfolio of interventions for high-needs students	<ul style="list-style-type: none"> • Effectively use student data to understand and plan for needs • Provide tailored academic supports to promote high achievement • Ensure targeted interventions for high need students
7	Measuring success holistically through retention, rigor and results	<ul style="list-style-type: none"> • Develop effective metrics and targets • Ensure successful measurement and use data effectively
8	Ensuring effective budgeting preparation and policies	<ul style="list-style-type: none"> • Set realistic expectations for high school transformation budget • Set policies and oversee budget development to ensure effective budgeting

1 Transitioning a school successfully

*This section outlines Green Dot’s approach to ensuring the **successful transition of a chronically underperforming school** through the essential help of community and district partnerships. It describes recommended practices for 1) developing a successful charter petition 2) earning the support of parents and the broader community and 3) developing mutually acceptable agreements with the district*

Green Dot Philosophy

- **Large public high schools – even those that are low performing – are often cultural centers for surrounding neighborhoods. The approach to school transition therefore has to be respectful and inclusive; leaders must:**
 - Partner with community leaders and key influencers
 - Develop simple, consistent, evidence-based messages about the goals and opportunities of school transformation
 - Find ways to preserve positive aspects of the school’s history and traditions
- **In California, the mechanism for establishing an autonomous school is through a charter. Achieving successful charter status requires both a “top-down” and “bottom-up” approach to winning support**

Likely Challenges

- **The district is a critical partner for a successful transformation, so the operator must establish a collaborative relationship from the outset. Leaders must:**
 - Overinvest in communication at all levels of engagement with the district
 - Be prepared for the process to take longer than expected, given the number of likely decision-makers involved – particularly in comparison with starting an independent charter school
- **Leaders must also anticipate a politically charged and challenging climate around this work, and plan active outreach efforts**

Roles and responsibilities for transitioning a school successfully

Home Office-level

- **Green Dot executive team** identifies the target school and transformation mechanism
- **Public Affairs** ensures successful charter status and manages the ongoing relationship with the district
- **Community Engagement (CE)** reaches out to the community and leaders and gathers signatures
- **Communications** develops messaging and manages media campaigns and press inquiries
- **Education team** supports the development of the charter and adapts the education model to student needs in the new school
- **Finance & Accounting (F&A)** develops the budget for charter submission
- **Legal team** is contracted by the Home Office and provides support with the charter and district agreements
- **Operations team** supports in development of charter and transition of district relationships

Cluster-level

- **Cluster Director (CD)** helps oversee community events, interfaces with the public and participates in negotiations with the district
- **Cluster Business Manager (CBM)** develops preliminary enrollment forecast, supports logistics of community events and helps in district negotiations

School-level

- **Principals** interface with community at outreach events and answer questions from parents and public about the transformation

Timeline for transitioning a school successfully

	Pre-Planning Year	Planning Year (Year 0)		Year 1
	Jan through Aug	Sept through Dec	Jan through Aug	Sept & Beyond
Home Office-level	<ul style="list-style-type: none"> • <u>Exec team</u> identifies target school and transformation mechanism • <u>Community Engagement</u> conducts small and large community meetings and gathers parent or teacher signatures as needed • <u>Exec team</u> and <u>Community Engagement</u> meet with School Board members and union leaders • <u>Public Affairs</u> develops charter (with support of <u>Ed team</u> and <u>Finance</u>) • <u>Communications</u> works with CE to identify common community concerns, develop messaging and marketing collateral and run media campaign 	<ul style="list-style-type: none"> • <u>Public Affairs</u> submits charter proposal • <u>Exec team</u> and <u>Community Engagement</u> continue to meet with School Board members and union leaders • <u>Community Engagement</u> organizes community to attend School Board meetings (if needed) • <u>Communications</u> continues to run media campaign and manage press inquiries 	<ul style="list-style-type: none"> • <u>Public Affairs</u> holds ongoing meetings with district decision-makers to develop agreements and transitions to team leaders (<u>IT</u>, <u>Real Estate</u>, <u>CD</u> and <u>principals</u>, etc.) • <u>Community Engagement</u> leads ongoing community outreach efforts • <u>Communications</u> handles ongoing media efforts 	<ul style="list-style-type: none"> • <u>Exec team</u> and <u>Community Engagement</u> continue to reach out periodically to key stakeholders • <u>Community Engagement</u> leads ongoing community outreach efforts • <u>Communications</u> handles ongoing media efforts • <u>Public Affairs</u> manages district relationship
Cluster-level	<ul style="list-style-type: none"> • <i>Not in place yet</i> 	<ul style="list-style-type: none"> • <u>CD</u> helps interface with parents and the community at events 	<ul style="list-style-type: none"> • <u>CD</u> and <u>CBM</u> help negotiate district agreements • <u>CD</u> helps interface with parents and the community at events 	<ul style="list-style-type: none"> • <u>CD</u> and <u>CBM</u> help renegotiate and oversee implementation of district agreements
School-level	<ul style="list-style-type: none"> • <i>Not in place yet</i> 	<ul style="list-style-type: none"> • <i>May not be in place yet</i> 	<ul style="list-style-type: none"> • <u>Principals</u> interface with parents and the community at events 	<ul style="list-style-type: none"> • <u>Principals</u> act as the public face of their schools

Three key steps to transitioning a school successfully

Green Dot approach:

Identify transformation mechanism and submit charter

Earn the support of parents and the broader community

Develop mutually acceptable agreements with the local district

Key decisions & considerations:

1. Green Dot executive team identifies target school
2. Green Dot executive team determines transformation mechanism
3. Public Affairs oversees drafting and submission of the charter petition
4. Public Affairs seeks legal support with the charter petition process

1. Communications develops simple but powerful messages
2. Community Engagement holds “100 one-on-ones”
3. Community Engagement builds individual allies into a grassroots support network
4. Community Engagement ensures top-down support

1. Public Affairs understands the district structure
2. Public Affairs works with the Steering Committee to create a “punch list” for key negotiation items
3. Public Affairs establishes regular meetings of key decision-makers until campus is handed over

This Guidebook's chapters explain and codify the eight transformation principles

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3	Developing a high-performing team dedicated to transformation	<ul style="list-style-type: none"> • Establish a team of high-performing leaders • Establish and maintain a highly effective teaching staff
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5	Creating a dramatically different new school climate on day one	<ul style="list-style-type: none"> • Establish a culture and climate of success • Ensure a safe and secure campus • Provide robust student programs and supports
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8	Ensuring effective budgeting preparation and policies	<ul style="list-style-type: none"> • Set realistic expectations for high school transformation budget • Set policies and oversee budget development to ensure effective budgeting

2 Establishing an effective early presence

*This section covers best practices for establishing an **early presence with students and the community** before the start of the year. It outlines ways to 1) effectively reach out to teachers, parents and students of the existing high school and 2) effectively recruit and enroll incoming students*

Green Dot Philosophy

- **After Green Dot has been given control of a campus, the focus of outreach centers on students, parents and teachers of the existing school, and incoming students and their parents. This is a time for:**
 - Clarifying the transition timeline and expectations, and dispelling misperceptions the community might have about the process
 - Ensuring maximum enrollment for the coming year
- **Full enrollment is fundamental to program sustainability, and particularly difficult in the first year when Green Dot is new in the community**
 - Initial recruiting is done as a cluster to maximize attendance and preserve student choice
 - Students should have the ultimate choice in which new, small school they attend, which promotes an early connection between students and their schools
 - All staff must own a piece of the recruiting process

Likely Challenges

- **Recruiting as a cluster requires coordination and frequent communication**
 - Teachers, parents and students may initially feel uneasy or confused about the process
 - Parents may be harder to reach than at an independent charter school, where parents actively enroll their students
 - Recruiting may create a sense of competition between schools, if not well-managed
 - Recruiting for a cluster of small schools across several feeder middle schools requires coordination
- **Many unexpected students may show up on the first day and throughout the fall semester**

Roles and responsibilities for establishing an effective early presence

Home office-level

- **Community Engagement** engages students and parents from the existing school and oversees recruiting for incoming 9th graders
- **Communications** develops messaging and recruiting collateral
- **Ed team** outlines Summer Bridge standards, processes and requirements
- **Operations** assists in securing funding for Summer Bridge transition program
- **Public Affairs** works with district to secure early access to campus

Cluster-level

- **Cluster Director** engages teachers of the existing school to clarify the reapplication process and supports principals with Summer Bridge planning and implementation
- **Cluster Business Manager** oversees the Welcome Center, oversees feeder school relationships during recruiting and enrollment, and supports principals with Summer Bridge planning and implementation

School-level

- **Principals** engage teachers and families, recruit students and plan and implement Summer Bridge
- **Teachers** implement Summer Bridge and diagnostic testing

Timeline for establishing an effective early presence

	Planning Year (Year 0)			Year 1
	Jan through Feb	Mar through May	June through Aug	Sept & Beyond
Home Office-level	<ul style="list-style-type: none"> • <u>Community Engagement (CE)</u> contacts legacy students on campus and reaches out to parents • <u>CE</u> communicates recruiting timelines and expectations, manages master database of contact information, organizes mailings and feeder events, and trains volunteers • <u>Communications</u> develops recruiting collateral • <u>Public Affairs</u> works with district to establish a physical presence on campus as soon as possible 	<ul style="list-style-type: none"> • <u>CE</u> manages master database of contact information, organizes Open House and Lottery, oversees student school selection and distributes student lists to principals • <u>Operations</u> helps secure funding for Summer Bridge 	<ul style="list-style-type: none"> • <u>CE</u> manages master database of contact information and helps under-enrolled schools with outreach 	<ul style="list-style-type: none"> • <u>CE</u> manages recruiting over the following phases: Sep-Nov planning, Dec-Feb cluster recruiting, Mar-May Open House and Lottery, June-Aug school enrollment • <u>Communications</u> updates recruiting collateral
Cluster-level	<ul style="list-style-type: none"> • <u>CD</u> and <u>CBM</u> make campus visits to engage teachers and clarify the reapplication process 	<ul style="list-style-type: none"> • <u>CD</u> and <u>CBM</u> support principals in planning of Summer Bridge; communicate recruiting policies to principals 	<ul style="list-style-type: none"> • <u>CD</u> and <u>CBM</u> support in implementation of Summer Bridge; oversee individual school recruiting and ensure no competition 	<ul style="list-style-type: none"> • <u>CD</u> and <u>CBM</u> help with recruiting and Summer Bridge annually • <u>CBM</u> oversees Welcome Center and new incoming enrollments
School-level	<ul style="list-style-type: none"> • <u>Principals</u> visit the campus to engage teachers and clarify the reapplication process (<u>CE</u> handles if principals are not in place); assist in management of middle school relationships (<u>CE</u> handles if principals are not in place) 	<ul style="list-style-type: none"> • <u>Principals</u> plan Summer Bridge, help staff the phone bank, speak at recruiting events 	<ul style="list-style-type: none"> • <u>Principals</u> and <u>teachers</u> implement Summer Bridge and diagnostic testing 	<ul style="list-style-type: none"> • <u>Principals</u> handle individual school recruiting over the following phases: Sept – Nov planning and preparation, Dec-Feb phone bank availability and speaking events, Mar-May event participation, June–Aug direct outreach to families • <u>Principals</u> and <u>teachers</u> plan and implement Summer Bridge annually

Two key steps to establishing an effective early presence

Green Dot approach:

Effectively reach out to teachers, parents and students of the existing school

Effectively recruit and enroll incoming students

Key decisions & considerations:

1. Cluster Director and principals visit campus to engage current teachers and students
2. Community Engagement reaches out to parents of existing school students

1. Community Engagement handles recruiting preparation
2. Community Engagement oversees recruiting at the cluster-level to generate as much interest as possible
3. Community Engagement organizes a lottery for students to choose among schools
4. Principals continue to reach out to ensure families complete enrollment packets for their schools
5. Welcome Center handles additional student enrollment
6. Principals hold Summer Bridge

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3 High Performing Team

*This section will describe Green Dot's recommendations for establishing a **high performing team** dedicated to transformation. It outlines the recommended practices for 1) establishing a team of high performing leaders and 2) establishing and maintaining a highly effective teaching staff*

Green Dot Philosophy

- **Establishing a strong, experienced leadership team is the most critical success factor in a school transformation; start with experienced leadership from within the organization wherever possible**
 - Schools require an anchor team of school administrators and teacher leaders with demonstrated commitment to the Green Dot model and, if possible, with prior transformation experience
 - Green Dot looks for staff who are effective in delivering results for students and who embrace Green Dot's culture and mission, particularly the belief in the potential of all students to achieve at high levels
- **Every transformation teacher must undergo a rigorous application and hiring process to:**
 - Ensure the highest quality instructors are hired across all schools within the network
 - Facilitate a transparent and fair process for all teachers
- **Green Dot is committed to developing and retaining highly effective teachers with compensation and career progression tied to student achievement**
 - Instructors are assessed through multi-metric evaluations focused on student achievement to ensure the highest quality instructors are retained and rewarded
 - Strong teachers in the Green Dot system become leaders of future turnarounds

Likely Challenges at a HST

- **Transformations that take on a full 9th-12th grade school at once (rather than growing grade-by-grade) require the quick and effective hiring of a large number of teachers and leaders in the planning year**
 - Thoughtful consideration must be given to the risk of disrupting Green Dot schools by hiring their leaders and teachers for a transformation
 - Veteran instructors are preferred as first year teachers require additional supports transitioning to the instructor role
 - Proficiency in classroom management is particularly important given the expected behavioral and communication challenges of many legacy students
- **Administrators in a transformation must be highly collaborative given unique relationships with other schools in the cluster and partnership with the district**

Roles and responsibilities for developing a high performing team

Home Office-level

- **Education team leaders** help make hiring decisions for key transformation leadership – CD, principals, school-level support team (counselors, department heads, etc.); oversee professional development for staff and leaders in HST; VP of Ed team oversees the AIR program for training of future administrators
- **Director of New Teacher Support** provides professional development support to new teachers, reports to VP of Ed
- **Human Capital** is responsible for overseeing hiring and for developing and managing the leadership pipeline
- **Operations team** hires the CBM

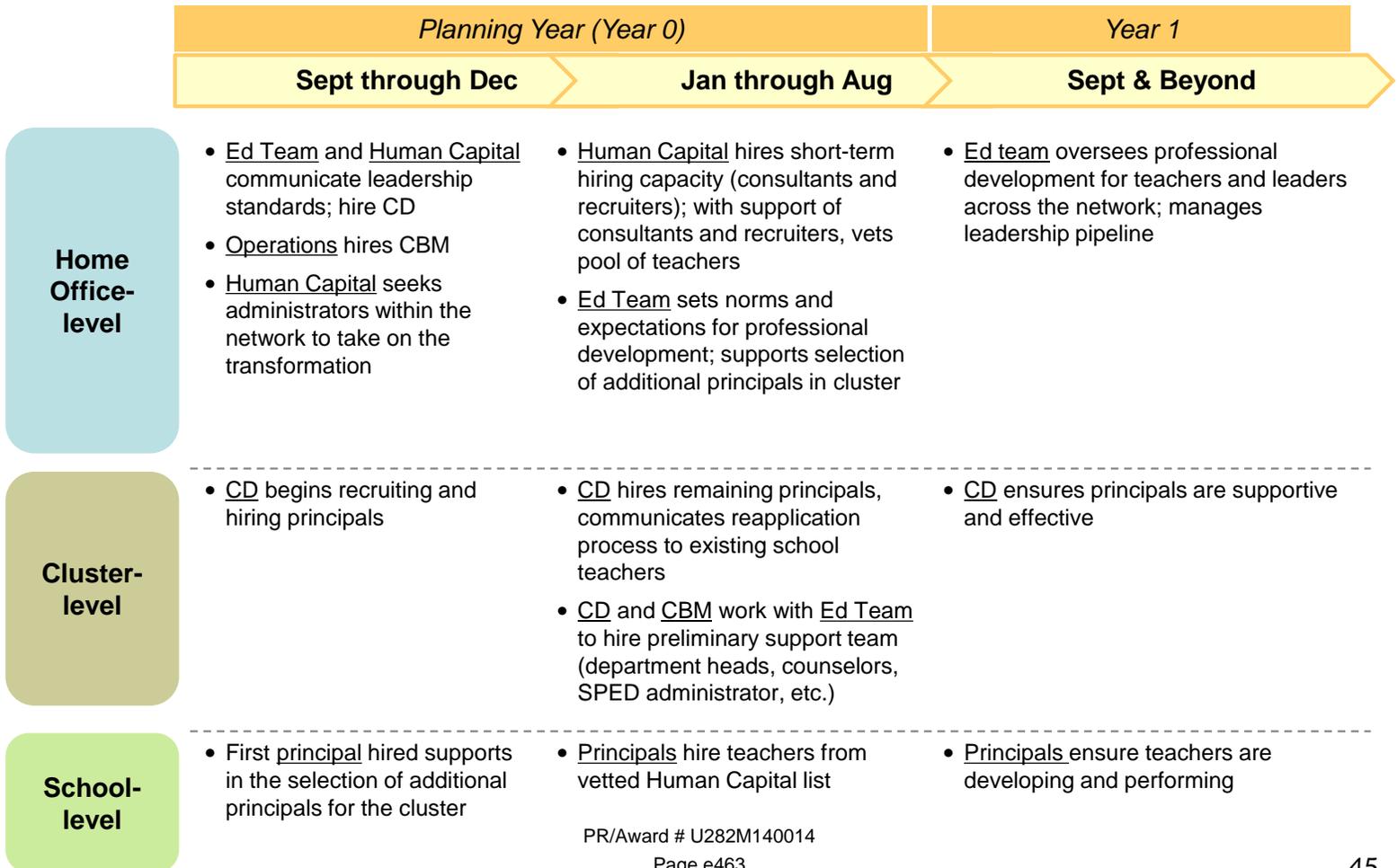
Cluster-level

- **Cluster Business Manager (CBM)** helps hire principals and school-level support team of counselors, department heads, etc.
- **Cluster Director (CD)** helps hire principals and manages their performance

School-level

- **Principals** hire and manage performance of teachers

Timeline for developing a high-performing team



This section includes two topics

Green Dot approach:

Key decisions & considerations:

Establish a team of high performing leaders

1. Ed Team defines a high performing team led by a strong leader and sets expectations for staff
2. Human Capital develops a leadership succession plan within the network
3. Human Capital and Ed Team hire cluster leadership
4. Cluster leadership and principals hire preliminary support team
5. Ed team oversees leader development

Establish and maintain a highly effective teaching staff

1. Cluster leadership and principals communicate the hiring process to existing teachers
2. Human Capital vets a pool of candidates
3. Principals choose from a pool of vetted candidates
4. Ed Team determines process for training and evaluation
5. Ed Team oversees teacher development across the network

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4 Creating a cluster of small schools

*This section describes Green Dot's recommended approach for **splitting a large high school into a cluster of small schools**. It outlines effective ways to 1) create a cluster of small schools, 2) effectively utilize the existing facility and assets and 3) coordinate shared decisions*

Green Dot Philosophy

- **Keep the schools as small as possible, especially in the first year**
 - Small schools facilitate accountability and individualized attention, which promote safer environments and higher student achievement
 - A manageably-sized student body allows principals to better know and interact with each of their students
 - Small schools create a feeling of autonomy, with unique cultures and identities
- **Adapting the facility for a cluster of schools requires a collective attitude of “getting it done,” including:**
 - The recognition that physical transformation of the campus is critical to cultural change and program success
 - The expectation that there will be constraints on what can be done at the site, but that certain critical items must be established
- **Decision-making authority evolves over the first few years through “earned autonomy”**
 - Early on, decisions are centralized at the Home Office to allow principals to focus on classrooms and to ensure effective implementation of the Green Dot model
 - As they demonstrate results, principals take on a greater share of the responsibilities and decision-making, managing more of the coordination across the cluster among themselves

Likely Challenges

- **Taking over an existing site is difficult**
 - Facilities and assets are likely to be in disrepair, with some in working condition and others that must be repaired or discarded
 - The site may not be set up for the desired cluster configuration
 - Renovations will largely hinge on negotiations with the district about who will do the work (district or outside contractor)
- **Individual school decisions impact other schools in the cluster, so decision-making must be coordinated**

Roles and responsibilities for creating a cluster of small schools

Home Office-level

- **Director of Security** provides input on safety concerns (path of travel, exits, etc.) during campus mapping
- **Ed team** supports in mapping campus to program needs
- **IT** assesses the technology needs of the site and estimates the cost of repairs and modifications
- **Facilities** assesses site maintenance and operations needs
- **Finance and Accounting (F&A)** supports principals in development of budgets
- **Public Affairs** manages district agreements
- **Real Estate** assesses the cost of capital expenditure repairs and modifications for the school
- **Strategic Planning** assists the CBM in development of enrollment forecast

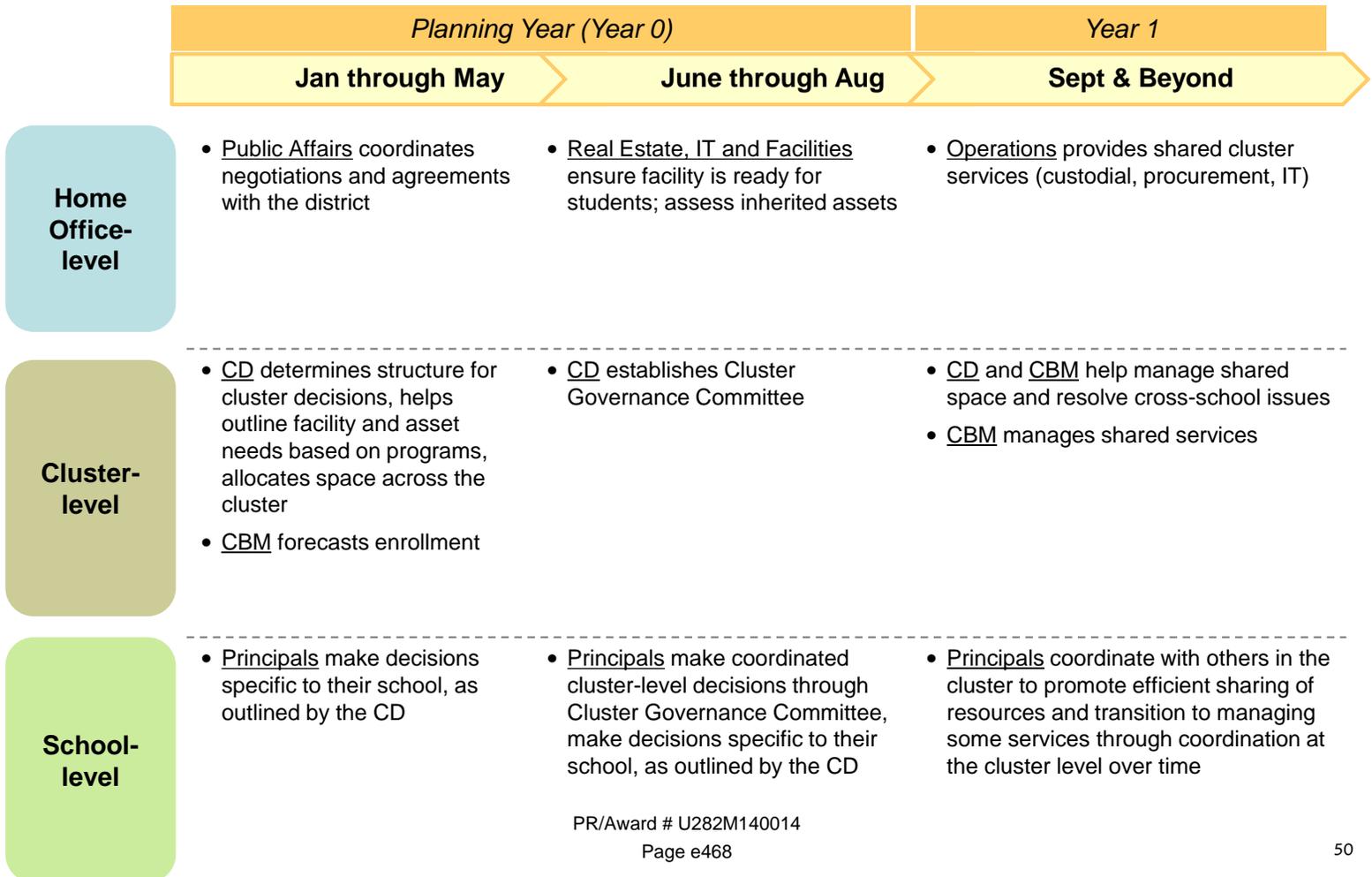
Cluster-level

- **Cluster Business Manager** forecasts enrollment for the cluster, manages shared services, supports in allocation of space and assets, and helps resolve cross-school issues
- **Cluster Director** makes programmatic decisions and oversees master schedule, allocates space and assets across schools, communicates decision-making processes and manages cross-school issues

School-level

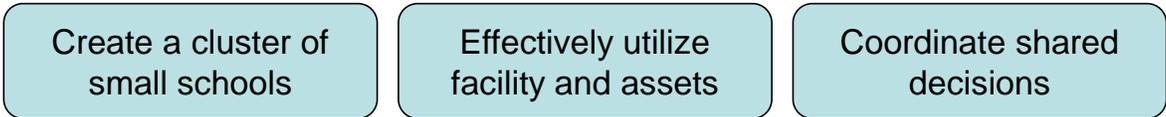
- **Principals** manage school-site decisions and participate in the Cluster Governance Committee to make coordinated cluster-level decisions

Timeline for creating a cluster of small schools



Three key steps to creating a cluster of small schools

Green Dot approach:



Key decisions & considerations:

- | | | |
|---|--|---|
| <ol style="list-style-type: none"> 1. Steering Committee develops structure for the cluster 2. Steering Committee determines the number of schools needed 3. Ed Team establishes policy on specialized schools | <ol style="list-style-type: none"> 1. Steering Committee assesses inherited site and assets based on program needs 2. Operations ensures facility is ready for students 3. Cluster Director allocates space and assets across schools | <ol style="list-style-type: none"> 1. Cluster Director establishes coordinated decision-making body for shared decisions 2. CBM oversees centralized services and transitions them to schools over time |
|---|--|---|

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5 Creating a dramatically different new school climate

*This section describes the recommended practices for **creating a dramatically different new school climate on day one**. It outlines effective ways to 1) establish a culture and climate of success, 2) ensure a safe and secure campus and 3) provide robust student programs and supports*

Green Dot Philosophy

- **A supportive learning environment is the foundation for college, leadership and life readiness. Building this environment requires a committed change process from the earliest days of a transformation**
 - Attitudes, behaviors and expectations about learning and school – particularly among legacy 10th through 12th graders – must change before college readiness can be successful
 - The first semester's focus is to establish a new culture of safety, structure and routines that promote a class-going culture
 - A strong class-going culture is then evolved into an effective college-going culture
- **In order to improve behaviors and raise expectations, the campus must look and feel completely different from Day 1. In addition, clear, consistent expectations that all students can graduate from college should be communicated regularly**
 - Visible adult presence promotes a safe environment and stronger relationships with students
 - Cues of change and respect should be visible (and vigorously maintained) to send the clear message that students deserve a high-quality campus and not "more of the same"
 - A respectful tone forms the basis for productive communication that is critical to a successful learning environment

Likely Challenges

- **Students face out-of-school factors that may present barriers to learning. Green Dot must ensure sustained parent and community engagement and work to mitigate these factors**
 - Skill levels and demographic profiles of incoming students may not be different than at an independent charter school, but expectations of students, parents and the community will be
 - The high school serves as a cultural center for the community, so a healthy community needs a healthy school and vice versa
- **The size of the effort poses challenges for change management; leaders must:**
 - Align the behaviors of a large staff working together for the first time
 - Change the culture of a large student body, the majority of whom are accustomed to a vastly different high school experience
- **Legacy 10th through 12th grade students require special adjustments**
 - Legacy students may carry over challenging behaviors – such as absenteeism and tardiness, poor communication skills, low achievement expectations, and resistance to change – that must be anticipated and adjusted

Roles and responsibilities for creating dramatically different new school climate

Home Office-level

- **Community Engagement** manages long-term community outreach to build parent advocates and address out of school factors
- **Coordinator of Afterschool Programs and Athletics** oversees extracurricular and afterschool programs across the cluster
- **Director of Security** hires and oversees the Security Coordinator
- **Ed team** outlines Summer Bridge, helps make decisions on afterschool programs and trains staff on Green Dot discipline policies
- **Finance and Accounting** works with Coordinator of Afterschool Programs and Athletics, afterschool program heads (e.g., Athletic Director) and CD to develop program budgets
- **Human Capital** conducts trainings to align adult behavior around core Green Dot values
- **Knowledge Management** provides attendance data to the Cluster Governance Committee and SARTs for review
- **Public Affairs** works with district to determine what summer and afterschool programs Green Dot will control, oversees Wellness Center

Cluster-level

- **Athletic Director** runs athletic programs for the cluster (typically a teacher with added responsibilities)
- **Behavioral specialist** is a cluster-level psychologist that works closely with the school deans and counselors to address serious behavioral issues on campus; reports to SPED administrator
- **Cluster Business Manager** helps diagnose and resolve cultural and security problems before and during the school year
- **Cluster Director** works with principals to develop overall vision for what campus culture should look like and helps define it through the Cluster Governance Committee
- **Cluster Governance Committee** makes cluster-level decisions and is composed of the CD and admins, as well as some teachers and classified staff
- **Security Coordinator** oversees campus security and coordinates between cluster-level and school-level security
- **Security vendor** is contracted by the cluster to provide centralized security and manage shared space
- **School Resource Deputy** is a uniformed officer contracted to patrol the cluster

School-level

- **Advisory program teachers** provide regular, focused instruction to ensure every student is well known by at least one adult and to prepare students for college, leadership and life
- **Assistant Principals** are instructional leaders and in absence of a credentialed dean, oversee CSAs and manage behavioral cases
- **Campus Security Aides (CSAs)** are hired by the principals and are responsible for managing school-level security
- **Counselors** ensure college exposure for students
- **Deans** oversee discipline and culture at the school level, freeing APs to be instructional leaders
- **Principals** are ultimately responsible for developing school culture and are accountable for school results, as well as managing deans and school level security
- **Student Attendance Review Team (SART)** is composed of school-level leadership that review attendance data
- **Teachers** maintain high standards and college expectations for their students

Timeline for creating a dramatically different new school climate

	Planning Year (Year 0)		Year 1
	Jan through May	June through Aug	Sept & Beyond
Home Office-level	<ul style="list-style-type: none"> • <u>Dir. of Security</u> hires the Security Coordinator 	<ul style="list-style-type: none"> • <u>Ed Team</u> and <u>Human Capital</u> lead teacher training around core values and norms for adult behaviors and presence on campus (including Safe and Civil component) 	<ul style="list-style-type: none"> • <u>Community Engagement</u> develops long-term community empowerment strategy to build engaged parent advocates and address out-of-school factors effecting student learning • <u>Public Affairs</u> oversees Wellness Center
Cluster-level	<ul style="list-style-type: none"> • <u>CD</u> and <u>CBM</u> visit campus to assess any cultural issues • <u>Security Coordinator</u> vets a list of security vendors and CSAs and assesses existing security team, assesses facilities against a security checklist, conducts a security needs assessment for the campus and surrounding neighborhood • <u>Steering Committee</u> hires central security vendor; develops cultural norms • <u>Central security vendor</u> maps “hot spots” and identifies major threats (e.g., gangs) 	<ul style="list-style-type: none"> • <u>CD</u> and <u>CBM</u> oversee implementation of “Safe and Civil” training for students over Summer Bridge • <u>Security Coordinator</u> develops a list of law enforcement contacts and community activism groups, and conducts security training 	<ul style="list-style-type: none"> • <u>CD</u> and <u>CBM</u> assess impact of the Safe and Civil program based on survey • <u>Security Coordinator</u> ensures access to community emergency resources housed on campus (e.g., Red Cross containers); manages security vendor and coordinates vendor and CSA activities
School-level	<ul style="list-style-type: none"> • <u>Principals</u> visit campus to diagnose cultural issues, work with teachers and students to choose school names and uniform colors, and implement cultural norms 	<ul style="list-style-type: none"> • <u>Principals</u> determine student supports and programs to offer, implement school wide expectations for students, hire Campus Security Aides (CSAs), and implement Summer Bridge 	<ul style="list-style-type: none"> • <u>Deans</u> manage ongoing Safe and Civil training and oversee CSAs • <u>CSAs</u> and <u>Deans</u> execute security plans and enforce discipline • <u>Principals, teachers and counselors</u> ensure college opportunities and exposure for students

Three key steps to creating a dramatically different new school climate

Green Dot approach:

Establish a culture and climate of success

Ensure a safe and secure campus

Provide robust student programs and supports

Key decisions & considerations:

1. Cluster Director and principals ensure dramatically different campus feel
2. Ed team and Human Capital set norms for adult behaviors
3. Principals set norms for student expectations through Summer Bridge
4. Cluster Director, Principals and Deans set norms for student behaviors through Safe and Civil
5. Principals help build college-going culture over time
6. Cluster Director and Principals ensure out-of-school barriers to learning for students are addressed

1. Security Coordinator conducts a campus risk profile
2. Security Coordinator and Principals hire the Security team
3. Security Coordinator ensures the team is set up for success

1. Coordinator of Afterschool Programs and Athletics plans for launch of afterschool programs on Day 1
2. Coordinator of Afterschool Programs and Athletics plans for launch of athletics and extracurriculars on Day 1
3. Coordinator of Afterschool Programs and Athletics manages programs and ensures maximum participation
4. Principals oversee shared electives

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6 Implementing a portfolio of interventions

*This section outlines Green Dot's approach to **implementing a portfolio of interventions** for high-needs students. It describes the recommended process for 1) using data to understand and diagnose student needs, 2) providing tailored academic supports that promote high achievement, and 3) ensuring targeted interventions to meet the learning needs of all students*

Green Dot Philosophy

- **Hold high expectations for every student through a commitment to college/career readiness**
 - Every student can achieve at high levels and should be supported to fulfill his or her academic potential
 - Green Dot holds itself accountable for college-ready outcomes for the incoming 9th graders and each subsequent class, and holds high expectations for legacy 10th through 12th graders
- **Every student is “high need” in the first years; to anticipate and meet these needs:**
 - Use a data-driven approach to understanding student needs as early as possible in order to adequately plan the right portfolio of services and programs
 - Develop individualized learning plans for much of the student population
 - Realize a “one size fits all” approach will not meet the needs of the turnaround population, and therefore put in place a portfolio of specialized interventions that are rigorous and evidence-based

Likely Challenges

- **Given the learning needs of the existing population, anticipate that:**
 - A significant percentage of students are behind grade-level and require academic interventions, particularly in the early years
 - A significant percentage of students are SPED and ELL and many students may require supports given social/behavioral challenges (e.g., returning juvenile offenders)
- **Obtaining and managing the large amount of needed student data can be difficult**
 - Large volume of data to review and analyze quickly puts pressure on the existing data management system
 - The process of transferring data from the existing school and feeder schools may be slow, particularly if the district is unfamiliar with transformations and does not have the necessary policies and support staff in place
 - Decisions around hiring and the master schedule often must be made before all desired data has been received
 - Unlike with independent charter schools, cluster schools won't know exactly which students they are getting until students register

Roles and responsibilities for implementing a portfolio of interventions

Home Office-level

- **Coordinator of Afterschool Programs and Athletics** helps secure funding for Summer Bridge
- **Director of Counseling and Student Services** manages and provides professional development to all counselors in the network and supervises clinical services program
- **Director of New Teacher Supports** oversees professional development for new teachers
- **Ed team** outlines core academic model and portfolio of recommended interventions
- **ELL Specialist** oversees ELL program and hiring of key personnel
- **Knowledge Management (KM)** tracks and manages student data
- **Operations** works with Coordinator of Afterschool Programs and Athletics to secure funding for Summer Bridge
- **Public Affairs** works with the district to ensure student data is received and that KM is clear on the data that must be tracked for the district
- **SPED Program Administrator** manages the SPED program(s) across the cluster

Cluster-level

- **Behavioral specialist** addresses general education and SPED behavioral issues and has experience supporting students in highly fragmented school settings
- **Cluster Business Manager (CBM)** supports in the hiring of key personnel, develops enrollment forecast
- **Cluster Director (CD)** outlines implementation of student interventions to be provided

School-level

- **Assistant Principals** support principals across instruction and operations
- **Counselors** oversee student placement and the college application process
- **Deans** oversee discipline and school culture
- **Literacy and Math specialists** provide literacy and math interventions for high-need students
- **Principals** act as the ultimate decision-makers and instructional leaders at each school
- **School psychologists** provide mental health supports to students and report to the SPED administrator
- **Teachers** oversee student instruction

Timeline for implementing a portfolio of interventions

	Planning Year (Year 0)			Year 1
	Sept through Dec	Jan through May	June through Aug	Sept & Beyond
Home Office-level	<ul style="list-style-type: none"> • <u>Ed team</u> outlines core academic model, expectations, recommended supports and core targeted interventions; outlines Summer Bridge requirements 	<ul style="list-style-type: none"> • <u>Ed team</u> hires SPED administrator and ELL specialist • <u>SPED administrator</u> vets SPED aides, speech therapists and other supports • <u>Public Affairs</u> helps <u>Knowledge Management (KM)</u> obtain student data; <u>KM</u> cleans and inputs data • <u>Director of Counseling</u> develops master schedule • <u>Ops</u> works with <u>Coordinator of Afterschool Programs</u> to fund Summer Bridge 	<ul style="list-style-type: none"> • <u>KM</u> incorporates Bridge diagnostic data into Student Information System 	<ul style="list-style-type: none"> • <u>KM</u> tracks and stores data over time and meets compliance requirements • <u>SPED administrator</u> and <u>ELL Specialist</u> oversee implementation of SPED and ELL programs respectively
Cluster-level	<ul style="list-style-type: none"> • <i>May not be in place</i> 	<ul style="list-style-type: none"> • <u>CD</u> and <u>CBM</u> work with principals to hire student transcript review team • <u>CD</u> oversees counselors in development of individualized learning plans, outlines intervention programs • <u>CBM</u> develops high-level enrollment projections 	<ul style="list-style-type: none"> • <u>CD</u> oversees refinements to master schedule 	<ul style="list-style-type: none"> • <u>CD</u> manages on-site implementation of core academic model and recommended supports and programs
School-level	<ul style="list-style-type: none"> • <i>May not be in place</i> 	<ul style="list-style-type: none"> • <u>Principals</u> hire student data team and personnel (within vetted selection list) for SPED and other special services; recruit for Bridge • <u>Counselors</u> review transcripts 	<ul style="list-style-type: none"> • <u>Principals</u> plan and oversee Summer Bridge and implement diagnostic testing 	<ul style="list-style-type: none"> • <u>Principals</u> and <u>teachers</u> implement core academic model and recommended supports and programs

Three key steps to implementing a portfolio of interventions

Green Dot approach:

Effectively use student data to understand needs

Provide tailored academic supports to promote high achievement

Ensure targeted interventions for high-need students

Key decisions & considerations:

1. Knowledge Management invests in capacity for data review process
2. Knowledge Management gathers data and prepares for the transcript review process
3. Cluster Director and counselors develop master schedule
4. Counselors conduct transcript review process

1. Ed team outlines core academic model and a phased approach to setting expectations
2. Ed team recommends a set of academic supports and programs and the Steering Committee manages implementation

1. Ed team outlines targeted interventions for specific subgroups in addition to broader academic interventions
2. SPED program administrator designs SPED program
3. ELL program specialist designs ELL program
4. Steering Committee outlines credit recovery and non-traditional setting program options

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7 Measuring success holistically

*This section provides Green Dot's recommendations for **measuring success holistically** at a transformation through retention, rigor and results. It describes recommendations for 1) developing effective metrics and targets and 2) ensuring successful measurement and effective use of data to drive change*

Green Dot Philosophy

- **Robust, accurate data about the school is critical to demonstrate success at a transformation**
 - Home Office develops metrics which correspond to transformation priorities and support student achievement
 - Since transformations involve taking over chronically underperforming schools, initial measures emphasize improved retention and attendance (culture) amid decreasing security incidents (safety)
 - Once attendance and security have improved, priorities should emphasize improvement in student outcomes and a strong college-going culture
 - All other non-academic efforts and measures (e.g., safety, human capital, operational) should be in support of student success and achievement
 - Metrics should be tied to specific actions for improvement
 - The goal of all metrics and dashboards is to improve student outcomes; therefore, all metrics should be tied to clear actions for improvement
 - Only comparison data can truly gauge improvement at a transformation
 - The school should show success relative to the same school prior to transformation, to the same school over time, and to comparable schools within the district
 - Communicate results to stakeholders and the public through retention, rigor and results
- **Data is also vital to inform feedback loops to improve teaching**
 - Teacher effectiveness is the primary driver of success in a transformation – administrators should focus on improving teacher practice by analyzing teacher evaluation metrics

Likely Challenges

- **Setting Year 1 goals may be difficult as data from the legacy school may be incomplete**
 - Knowledge Management should coordinate with the legacy school to acquire data as soon as possible and to allow for time to identify errors
- **Teachers must understand the value of data and have the tools to use it; a data-driven culture must be built bottom-up**

Roles and responsibilities for measuring success holistically

Home Office-level

- **Education Team** reviews key dashboard metrics and meets with the Cluster Director and principals to discuss results and make adjustments
- **Knowledge Management (KM)** develops a dashboard of key success measures to be used to monitor progress; sets targets for the schools and cluster; measures and reports progress against targets back to schools and cluster; conducts training of Data Fellow
- **Operations Team** helps manage and monitor non-academic metrics

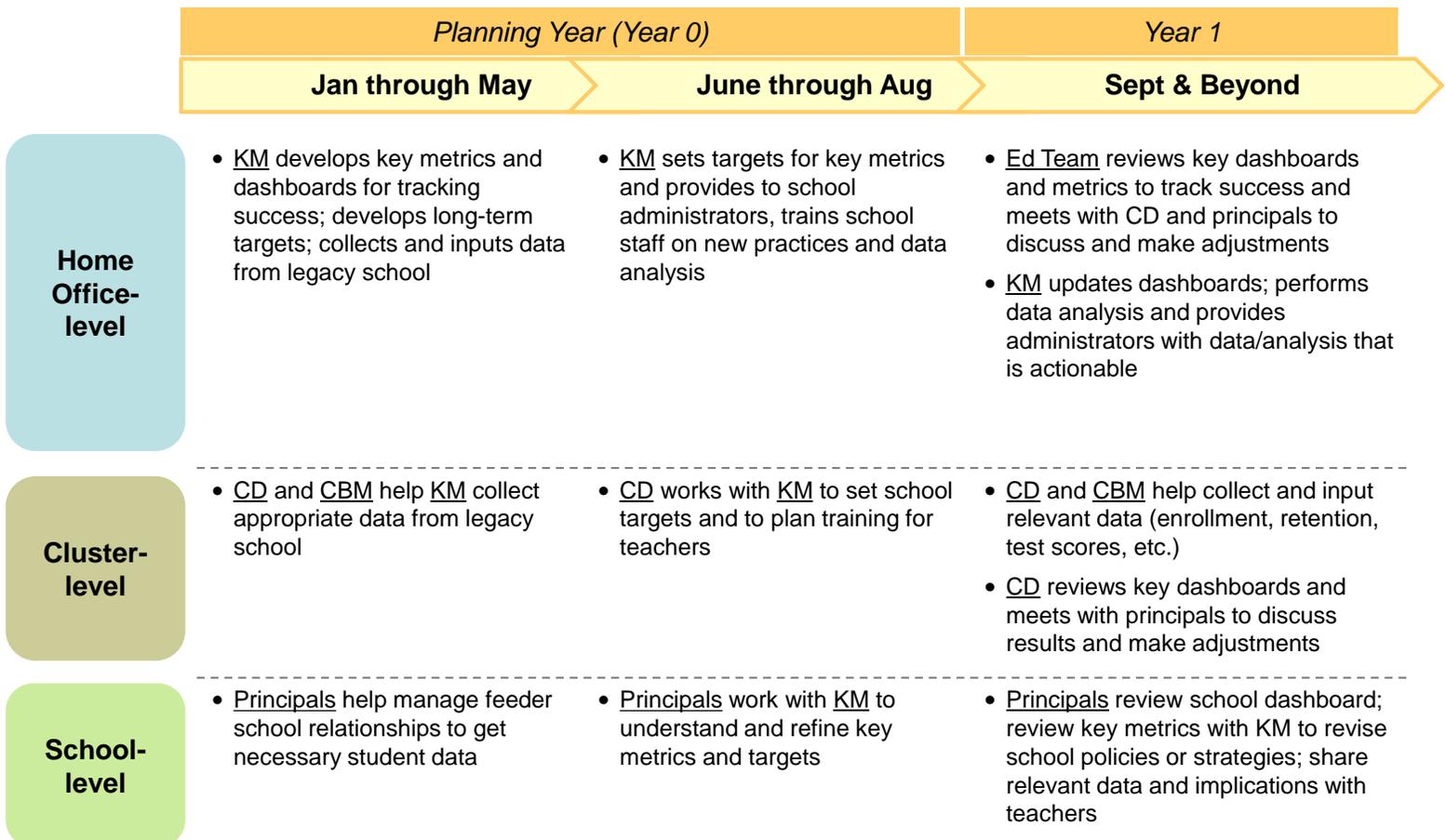
Cluster-level

- **Cluster Business Manager (CBM)** helps ensure KM has necessary inputs for dashboard (enrollment, retention, test scores, etc.)
- **Cluster Director (CD)** reviews dashboard and works with principals to make adjustments

School-level

- **Assistant Principals (APs)** meet with CD and Ed Team to discuss results and to make necessary changes at school sites, as well as share information and implications with teachers
- **Data Fellow** supports peer teachers in the use of data; creates relevant reports using data; informs KM of key school-level trends and progress towards academic targets
- **Principals** meet with CD and Ed Team to discuss results and to make necessary changes at school sites, as well as share information and implications with teachers

Timeline for measuring success holistically



Two key steps to measuring success holistically

Green Dot approach:

Develop effective metrics and targets

Ensure successful measurement and use data effectively

Key decisions & considerations:

1. Home Office and Knowledge Management develop metrics and framework for external communication of student success
2. Home Office and Knowledge Management develop internal metrics to monitor transformation progress
3. Knowledge Management and Ed Team set targets for key metrics

1. Home office invests in measurement culturally and financially
2. Knowledge Management establishes clear processes for measurement and reporting
3. Knowledge Management provides data to Cluster Directors and Principals to incorporate into school policies
4. Knowledge Management establishes Data Fellows to serve as school-site data champions

This Guidebook's chapters explain and codify the eight transformation principles

1	Transitioning a school successfully using key community and district partners	<ul style="list-style-type: none"> • Identify transformation mechanism and submit charter • Earn the support of parents and the broader community • Develop mutually acceptable agreements with local district
2	Establishing an effective early presence with students and the community	<ul style="list-style-type: none"> • Effectively reach out to teachers, parents and students at the existing school • Effectively recruit and enroll incoming students
3	Developing a high-performing team dedicated to transformation	<ul style="list-style-type: none"> • Establish a team of high-performing leaders • Establish and maintain a highly effective teaching staff
4	Splitting a large high school into a cluster of small schools	<ul style="list-style-type: none"> • Create a cluster of small schools • Effectively utilize facility and assets • Coordinate shared decisions
5	Creating a dramatically different new school climate on day one	<ul style="list-style-type: none"> • Establish a culture and climate of success • Ensure a safe and secure campus • Provide robust student programs and supports
6	Implementing a portfolio of interventions for high-needs students	<ul style="list-style-type: none"> • Effectively use student data to understand and plan for needs • Provide tailored academic supports to promote high achievement • Ensure targeted interventions for high need students
7	Measuring success holistically through retention, rigor and results	<ul style="list-style-type: none"> • Develop effective metrics and targets • Ensure successful measurement and use data effectively
8	Ensuring effective budgeting preparation and policies	<ul style="list-style-type: none"> • Set realistic expectations for high school transformation budget • Set policies and oversee budget development to ensure effective budgeting

8 Ensuring effective budgeting

*This section describes recommendations for **ensuring effective budgeting** preparation and policies. It outlines practices for 1) setting expectations for transformation budgets and 2) setting policies for overseeing budget development and ensuring effective budgeting*

Green Dot Philosophy

- **Transformations involve many up-front costs, making it critical to begin budgeting as soon as possible and to prepare for extensive startup costs**
 - Ideally, the school budget will be developed by the principal, Cluster Business Manager and Home Office Finance & Administration team during the normal budgeting cycle in March and April
- **Because ultimate enrollment can be difficult to predict, leaders must create enrollment scenarios and contingency budgets for schools prior to the start of school**
- **Budgets are aligned with strategic priorities and supported where needed by fundraising, particularly in the early years of a transformation**
 - Green Dot recommends funding priorities with guaranteed funds, and using fundraising for additional needs
 - Due to a difficult funding climate in California, Green Dot allows for total losses of ~\$1,500 per student (~5% of total budget) over the first four years of operation, a gap that is filled by fundraising

Likely Challenges

- **Significant up-front investments will be required; these costs must be accounted for before the school receives public revenue, and include the following major expenses:**
 - Improving and repairing facilities
 - Purchasing additional books and equipment (especially computers)
 - Hiring a leadership team six months before Day 1
- **Enrollment and attendance are unpredictable, making it more difficult to forecast public revenue**
- **Transformations must consider the shared costs that will be allocated across schools**
 - Can be challenging to capture and allocate shared service costs from an accounting and fairness perspective (e.g., SPED, busing) . For more information, see [Page 48](#)

Roles and responsibilities for ensuring effective budgeting

Home Office-level

- **Development** secures public and philanthropic grants for the transformation
- **Education team** helps determine whether to use new or old school identification codes
- **Executive team** helps determine whether to use new or old school identification codes, seeks Board approval for financials
- **Finance and Accounting (F&A)** identifies inherited assets and initial costs; works with principals to develop and revise school budgets
- **Operations** assesses quality of current facilities, determines exact cost and oversees efficient facilities renovation to prepare school for Day 1

Cluster-level

- **Cluster Business Manager (CBM)** meets with principals regularly to discuss budgets; conducts research to determine what non-academic programs are high priority to the community (athletics, ROTC, etc.) and reports to GD executive team
- **Cluster Director (CD)** oversees development of individual school budgets and helps determine capital expenditures and other pre-opening spending needs

School-level

- **Principals** develop and manage their own budgets and are responsible for making tradeoffs when necessary
- **School Advisory Committee (SAC)** engages with principal to align on strategic priorities for school and supports school governance

Timeline for ensuring effective budgeting

	Planning Year (Year 0)		Year 1
	Jan through May	June through Aug	Sept & Beyond
Home Office-level	<ul style="list-style-type: none"> • <u>Development</u> secures public and philanthropic grants earmarked for the transformation • <u>Executive team</u> and <u>Ed team</u> identify priority programs and determine CDS codes • <u>F&A</u> identifies inherited assets and pre-opening costs, develops preliminary budget with <u>CBM</u> and principal; ensures the organization has sufficient cash to cover initial costs, allocates shared costs to individual schools (on a cost-driver basis), and ensures systems and polices are in place to track and incur costs from the outset 	<ul style="list-style-type: none"> • <u>F&A</u> works with Cluster Governance Committee to determine which costs will be shared across schools • <u>Executive team</u> seeks Board approval for financials 	<ul style="list-style-type: none"> • <u>Development</u> secures public and philanthropic grants for the transformation • <u>F&A</u> creates revised budget based on updated enrollment; meets with principals monthly to discuss budgets
Cluster-level	<ul style="list-style-type: none"> • <u>CBM</u> and <u>CD</u> oversee preliminary budget development with <u>F&A</u> and principals • <u>CBM</u> helps identify inherited assets and pre-opening costs 	<ul style="list-style-type: none"> • <u>CBM</u> works with <u>F&A</u> to determine pre-opening capital expenditures and human resource costs 	<ul style="list-style-type: none"> • <u>CD</u> and <u>CBM</u> oversee creation of revised budget based on updated enrollment • <u>CBM</u> meets with principals on monthly basis to discuss school budget
School-level	<ul style="list-style-type: none"> • <u>Principals</u> develop preliminary school budget with <u>F&A</u> and <u>CBM</u> 	<ul style="list-style-type: none"> • <u>Principals</u> revise school budget with <u>F&A</u> and <u>CBM</u> before the start of school 	<ul style="list-style-type: none"> • <u>Principals</u> revise budget based on updated enrollment and make necessary tradeoffs to ensure balanced budget

Two key steps to ensuring effective budgeting

Green Dot approach:

Set expectations for high school transformation budget

1. F&A identifies key upfront expenditures
2. F&A budgets for upfront expenditures
3. F&A sets expectations for ongoing revenue and cost management for the cluster

Key decisions & considerations:

Set policies and oversee budget development to ensure effective budgeting

1. F&A sets transformation financial targets, expectations and support policies
2. Principals create school budget in conjunction with F&A and CBM

Attachment 10: Sample Charter Materials

Washington State Charter Petition

Washington State Charter Contract

Proposal Narrative Template

Specifications

- Observe all page limits. Attachments are not included in the page limits, and should not be included in this document, but rather uploaded individually as directed in the online application submission portal.¹
- Add the full name of your school to the footer of this document so that it appears on all pages.
- This document must be typed with 1-inch page margins and 12-point font, single-spaced. Use the boxes provided to type your responses.
- Each major section (Executive Summary, Educational Program Design and Capacity, etc.) **must** begin on a separate page.
- If a particular question does not apply to your team or proposal, respond “Not Applicable,” **and briefly explain why the question is not applicable to your team or proposal.**
- **Do not delete or modify questions, tables, or sections (including changing font sizes) unless specifically instructed in this document.**
- When you have completed your response and verified that all formatting requirements are met, save your document as a PDF file. **Name your file according to this convention: OPERATORNAME.Narrative.pdf.** Upload your PDF file to the online application submission portal.

Please keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. Evaluation Teams will be able to navigate well-organized, effectively-edited documents easily, thereby focusing their energy on reviewing the content of the application. Grammar, spelling, and formatting all make an impression on an evaluator.

¹ As requested, Green Dot Public Schools has maintained the overall 75-page limit for the proposal narrative. However, in order to accurately describe our model, we have respectfully allocated more pages than suggested to certain sections including the Executive Summary, Section 1: Educational Program Design and Capacity and Section 2: Operations Plan and Capacity.

Executive Summary

(2 pages)

The Executive Summary should provide a concise summary of the following:

- The proposed plan for the school;
- The geographic and population considerations of the school environment;
- The challenges particular to those considerations; and
- The applicant team's capacity to successfully open and operate a high quality school given the above considerations.

1. Mission and Vision. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal.

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Articulate the goals for the school;
- Illustrate what success will look like; and
- Align with the purposes of the Washington charter school law and the Commission's stated priorities for new schools.

2. Educational Need and Target and Anticipated Student Populations. Describe the anticipated student population, students' anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with applicable restrictions on enrollment eligibility and selection.

3. Education Plan/School Design. Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.

4. Community Engagement. Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Who We Are

Green Dot Public Schools (“Green Dot”) is leading the charge to transform public education in Los Angeles **and beyond** so that all children receive the education they need to be successful in college, leadership and life. Founded thirteen years ago, Green Dot operates 14 small high schools and 5 small middle schools serving more than 10,000 students in the greater Los Angeles area.² All nineteen schools are addressing the needs of students who have traditionally struggled in the public school system and achieving far greater results than comparable schools in standardized test scores, graduation rates and college matriculation.

Mission and Vision

As with all Green Dot schools, the mission of our Founding School, Green Dot Charter Middle School, will be to empower students to see their full potential and to prepare students for high school, college, leadership and life by providing a small, college-preparatory program where all stakeholders actively engage in the education process.

Track Record

In August 2000, Green Dot opened with one 9th-grade class of 140 students. Today, our organization operates a mix of start-up and conversion schools serving over 10,000 students in communities across Los Angeles. Green Dot schools average more than 50 points higher on the California Academic Performance Index (“API”) than comparable public schools in similar neighborhoods.³ Our start-up schools are graduating students at rates previously unheard of in the communities they serve - the cohort graduation rate for 9th graders entering a Green Dot start-up school in 2008 averaged 86% in 2012, compared to 79% for the state of California and 65% for the Los Angeles Unified School District (“LAUSD”). This year, Green Dot graduated more than 1,500 students, the most of any charter school organization in the nation for the second year in a row. In its 13-year history, Green Dot has graduated more than 8,000 students with nearly 90% being accepted to two- or four-year colleges

Why Washington State?

Green Dot is excited to be part of the founding community of charters in the state of Washington. Green Dot identified Washington State as being a good match for our model and mission given the critical need to close the achievement gap within sub-groups, the momentum around education reform, the community of political and philanthropic supporters, the opportunity to forge a new labor partnership and the potential of long-term sustainability for charters. Should the first Green Dot middle school be successful, Green Dot will seek to open three to five schools in Washington State over the next five years.

Why Tacoma?

Green Dot is excited by the innovative reforms under way in Tacoma. Both the innovation schools and the collective action effort by the Foundation for Tacoma Students (to engage high needs students and families and increase high school graduation rates and post-secondary completion rates by 50%) resonate greatly with Green Dot. Lastly, Tacoma has pockets of high need student populations. Green Dot has had a successful track record and experience in serving such high need students.

² Four of Green Dot's transformation high schools on the Alain LeRoy Locke College Preparatory Academy campus are clustered under one country-district-school (CDS) code in California. In California, CDS codes are used primarily for purposes of school identification as well as tracking student demographics and student achievement levels.

³ API is a measurement of academic performance and progress of individual schools in California. API scores range from a low of 200 to a high of 1000, with the California Department of Education having set a goal of 800.

Target Students and Community

Green Dot is seeking to serve middle school students in Southeast Tacoma in the area south of Interstate 5, east of Interstate 5 and west of Waller Road. Our final location will depend on where we can find a facility. However, we are seeking to prioritize areas that have high free and reduced lunch populations and reasonable enrollment prospects (given the concentration of new and future schools).

Goals and What Success will Look Like

Success for Green Dot Public Schools Washington State (“Green Dot Washington State”) will be measured across multiple facets of the model. First and foremost, Green Dot seeks academic growth for our students. In addition, we would look at measures of culture, including stakeholder feedback from teachers, students, families and staff. We will look at cultural data, including violations of the code of conduct, attendance rates and tardies. Lastly, we will take into account professional growth for teachers. Success requires a highly effective teacher in every classroom and Green Dot will support, grow and develop teachers to meet this standard. Green Dot will set rigorous performance targets for Green Dot Charter Middle School and support the school in achieving these ambitious goals.

Educational Need and Anticipated Student Population

Green Dot anticipates serving a student population that is 15% special education (“SPED”), 17% English Language Learners (“ELLs”) and 82% Free and Reduced Lunch (“FRL”). This is a composite of all schools in Southeast Tacoma. While demographics differ slightly from north to south within our target area, we have used the average of all schools in Southeast Tacoma until we find a facility. In addition, Green Dot anticipates that students will be multiple grade levels behind and require a set of academic and socio-emotional interventions to help remediate and accelerate all groups of students.

Education Plan / School Design

Green Dot’s traditional school model represents over 13 years of successful practices and 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. To accomplish this, four common elements are embedded in the model of each and every Green Dot school:

- **Quality Teaching and Instruction:** Green Dot schools ensure that a great teacher leads every classroom, and a great principal leads each school.
- **Master Scheduling that Meets the Needs of Students:** All of the students attending Green Dot schools are required to complete a rigorous, college-preparatory curriculum. Based on incoming student need, a schedule of intervention and acceleration courses are offered so that students can complete the required courses for promotion.
- **Data-Driven Decision-Making:** Green Dot schools use the latest technology to collect and analyze student-, school- and consortium-level data to guide decision-making and continuous improvement.
- **College-Going Culture:** Green Dot schools have adopted standards and assessments that promote college- and career-readiness. Teachers and administrators also ensure that a college-going culture permeates the school community.

The foundation for this work is Green Dot’s 1) firm commitment to serve all students, 2) highly effective teachers, 3) strong school leaders and 4) a culture of transparency, performance and accountability.

School Culture

Green Dot’s school culture emphasizes high care, high structure and high expectations. Each small school creates a network of support for students and a sense of a school family. Multiple adults know each

student's name and story. Students stay with the same Advisory instructor over time and build close relationships with their Advisor and peers. Visually, Green Dot schools are orderly. Students wear uniforms and adhere to a Code of Conduct based on the Safe and Civil program. Safe and Civil promotes respectful interaction in resolving conflict. Most importantly, the school culture is a college-going culture. Each student participates in a college-preparatory curriculum, reflects on their learning and has extensive college exposure so that they can ultimately graduate from high school on-time and college-ready.

Community Engagement

Support from the community is critical for Green Dot students to have a positive experience at the school. Green Dot has already begun to reach out to community members and leaders to start building our understanding of Washington State and the Tacoma community, and we look forward to continuing these conversations and seeking the community's input and feedback if given the opportunity to establish a presence in Tacoma. Green Dot identifies which community members to reach out to by first building an understanding of the local institutions that will be around the school or that can provide critical supports to students and families (community centers, neighborhood councils, churches, and non-profit/social service providers). We will work with the Washington State Charter School Commission (the "Commission") to ensure that all key stakeholders are part of this plan including current teachers, media, community leaders, school Board members, elected officials, students and alumni. If approved for authorization, Green Dot Charter Middle School's Principal and Vice President of National Expansion ("VP of National Expansion") will work to reach community members, students and families through door-to-door meetings, house meetings and community meetings. Green Dot will have a planning year in which the School Leadership Team ("SLT") will spend extensive time getting to know students, families and community leaders.

Risks

Green Dot is aware of the challenges of trying to replicate Green Dot's success in a new community. We are working to transfer practices from existing successful schools by seeding our leadership team with Green Dot leaders who know our model. We plan to hold extensive conversations with the surrounding community over the course of our planning year. We are also working to marshal the philanthropic resources required to make us sustainable and plan to grow at a moderate pace within Washington State so that we have the time to execute our academic program and processes successfully.

5. Leadership and Governance. List the members of the school's proposed leadership team and governing board, including their roles with the school and their current professional affiliation (add lines to this table as needed). A complete application requires the Applicant to submit a signed Certification and Authorization Form for A Criminal History Background Check (Criminal History Authorization Form) for each of the school's proposed leadership team and governing board. The Criminal History Authorization Form, which is incorporated by reference, is located at the Commission's website and on the Review Room portal. Provide, as **Attachment 1**, the required criminal background check authorization for each of the individuals listed below.

Full Name	Current Job Title and Employer	Position with Proposed School
Dr. Megan Quaile	Vice President of National Expansion – Green Dot Public Schools	Interim Executive Director of Green Dot Public Schools Washington State
Kimberly Mitchell	Inquiry Partners – Founder	Board Member
Andrew Buhayar	Nordstrom People Lab – Head of User Research and Data Analytics	Board Member
Kaaren Andrews	Principal, Interagency Academy	Board Member
Marguerite Kondracke	Retired Public, Private and Nonprofit	Board Member

	Leader	
Marco Petruzzi	Chief Executive Officer – Green Dot Public Schools	Leadership of Green Dot Family of Organizations
Dr. Cristina de Jesus	President and Chief Academic Officer – Green Dot Public Schools	Leadership of Green Dot Family of Organizations
Sabrina Ayala	Chief Financial Officer – Green Dot Public Schools	Leadership of Green Dot Family of Organizations

6. Enrollment Summary

Complete the following table, removing any rows for grades the school will not serve during the term of the charter. Number of students must include the minimum and maximum planned enrollment per grade per year.

Grade Level	Number of Students (Minimum – Maximum)					
	Year 1 2015-2016	Year 2	Year 3	Year 4	Year 5	At Capacity 2020
6	165-200	165-200	165-200	165-200	165-200	165-200
7		165-200	165-200	165-200	165-200	165-200
8			165-200	165-200	165-200	165-200

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Green Dot Washington State is respectfully requesting approval of a charter that would authorize the opening of one new charter middle school starting with a sixth grade class of 200 students. The school will matriculate approximately 165-200 sixth grade students each year. When fully enrolled in Year 3 (2017-2018), the school estimates it will serve approximately 600 students in grades 6–8. This is based on the school model that Green Dot has successfully executed in Los Angeles. Green Dot schools strive to maintain a student-to-teacher ratio of approximately 20:1 and, on average, have 25 students per class. Our staffing ratios and smaller school model allows us to provide a wide range of intervention courses so that we can best meet the needs of all students.

Based on the success of Green Dot Charter Middle School, Green Dot Washington State will seek to apply for additional charters so that we are able to open a small cluster of schools within Washington State. Collaboration across schools is an important aspect of our model, and we need a sufficient number of schools in order for this collaboration to happen and to create the types of teacher leadership roles we seek for our teachers. These schools would need to be in geographic proximity to each other within the Puget Sound Region for these collaboration opportunities to arise.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 1. Educational Program Design and Capacity

(25 pages)

Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population. Highlight the culturally responsive aspects of the program.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

The mission of Green Dot Charter Middle School will be to prepare students for success in college, leadership and life by providing a small, college-preparatory educational program. Students will graduate from our middle school prepared for high school and on a college-ready path. Given our current knowledge of the concentration of Priority, Focus and Emerging schools (based on the Office of Superintendent of Public Instruction for the State of Washington or "OSPI"), Green Dot anticipates opening its first charter middle school in Southeast Tacoma, where there is a higher concentration of high-need students. Based on the demographics in this community, Green Dot anticipates serving a student population with approximately 82% FRL, 15% SPED and 17% ELLs. In addition, Green Dot anticipates that students will be multiple grade levels behind. Green Dot has already had success serving such a low-income, at-risk population at our existing schools in California. This year, Green Dot graduated more than 1,500 students, the most of any charter school organization in the nation for the second year in a row. In its 13-year history, Green Dot has graduated more than 8,000 students with nearly 90% being accepted to two- or four-year colleges. Green Dot's proven school model is a living example of what is possible when a system combines a college-preparatory, standards-based curriculum with tailored instruction and support.

Theory of Change

Green Dot's approach to education includes a four-pronged theory of change:

- **Firm Commitment to Serve All Students:** Green Dot is committed to serving the needs of every student, no matter their background. Green Dot schools are located in communities of highest need, where for many diverse reasons students are often falling behind and at risk of dropping out. Approximately 99% of current Green Dot students are African-American or Latino and more than 92% qualify for FRL. Green Dot is also committed to serving high need students with a 20% ELL and 11% SPED population at our existing schools. Moreover, all nineteen Green Dot schools in California are currently addressing the needs of students who have traditionally struggled in the public school system, and they are achieving greater results than comparable schools in standardized test scores, graduation rates and college matriculation.
- **Highly Effective Teachers:** Green Dot has collaborated with The College-Ready Promise ("TCRP"), a partnership of four high-performing charter management organizations, to build a Teacher Development and Evaluation System that provides a common language to guide teacher professional development, evaluation and collaboration for all Green Dot teachers. This framework identifies areas of support for teachers and uses multiple measures of teacher effectiveness (student growth, classroom observations and survey feedback) to create teacher effectiveness scores from Level 1 to Level 4 (Level 4 being a highly effective teacher). Green Dot plans to align this effective teaching framework to Common Core and Washington State Standards to ensure that an effective teacher is in every classroom at Green Dot Charter Middle School.
- **Strong School Leaders:** Green Dot has made a large investment to develop an Administrator-in-Residence ("AIR") program in which candidates are selected to participate in an intensive 12-month, multiple school-site, training program. We plan to leverage this program to build a strong

pipeline of administrators equipped to lead our Washington State schools. Specifically, Washington State residents will be selected to relocate to Green Dot's California schools to complete the residency and become fully immersed in Green Dot's practices. These residents will then be placed as school leaders in future Washington State schools. Green Dot may also hire external highly qualified Principals, including from Washington State, and place them directly into school leadership positions in Washington State schools.

- **Culture of Transparency, Performance & Accountability:** Green Dot values results and has built systems and processes to enable accountability and earned autonomy. Washington State educators will be able to view assessment results in Green Dot's data systems and generate customizable reports with school-, department-, and individual teacher-level data. Washington State will also be able to take advantage of Green Dot's knowledge-sharing platform *Connect* to access resources and will be able to access professional evaluation data and a collection of training modules designed to improve teacher effectiveness on *Bloomboard*. Students and parents will have access to the web-based, student information system *PowerSchool* where they can access student grades, test scores and attendance.

Fundamental Features of a High-Performing School

Green Dot Charter Middle School will contain four fundamental features of a high-performing school that is present in all Green Dot schools: 1) Quality Teaching and Instruction, 2) Master Scheduling that Meets the Needs of Students, 3) Data-Driven Decision-Making and a 4) College-Going Culture.

- **Quality Teaching & Instruction:** Green Dot ensures high quality teaching and instruction in every classroom through its research-based methods of instruction, teacher effectiveness initiatives and robust professional development and supports. At the heart of the TCRP Teacher Development and Evaluation System is the *College-Ready Teaching Framework* ("CRTF") – a rubric that defines the core competencies expected of all Green Dot teachers. In addition, Washington State teachers will be able to pursue professional development and coaching support from the Instructional Coaches in the Washington State Regional Office as well as from the Green Dot Home Office Education Team. [Refer to the Curriculum & Instructional Design, Question 6 for more detail.](#)
- **Master Scheduling that Meets the Needs of Students:** All of the students attending Green Dot Charter Middle School will be required to complete a rigorous, college-preparatory curriculum, with intervention and acceleration courses offered beyond the core content areas. Intensive interventions, including literacy and math support, will be built into the school day to ensure that all students are successful. Green Dot Charter Middle School students will also participate in a weekly Advisory class with the same group of students and teachers for the entirety of their middle school career. These relationships serve as the foundation for safe, personalized learning environments where students can develop academically, emotionally and socially. [Refer to the Curriculum & Instructional Design, Questions 2-3 for more detail.](#)
- **Data-Driven Decision Making:** Green Dot Charter Middle School will use the latest technology to collect and analyze student-, school- and consortium-level data to guide decision-making and continuous improvement. Green Dot Charter Middle School will also use quarterly interim assessments and benchmarks to evaluate student progress and identify opportunities for intervention and acceleration. Green Dot Charter Middle School plans to use internal interim and benchmark assessments including but not limited to unit tests, essays, oral presentations and projects to target students' needs, differentiate instruction and assess mastery of learning standards. [Refer to the Student Performance Standards Section, Question 2 for more detail.](#)
- **College-Going Culture:** Green Dot Charter Middle School's Principal, counselors and teachers

will provide extensive college exposure during Advisory and school time. Students will receive academic support from their Advisor and teachers and engage in “college-knowledge” lessons. To ensure a college-going culture, Green Dot Charter Middle School will have regular assemblies to reinforce college expectations. Counselors will organize college field trips, and students will be encouraged to pursue additional college-related opportunities such as summer college programs at local campuses. [Refer to the School Culture Section, Questions 1-3 for more detail.](#)

Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the state standard.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
2. Provide an overview of the planned curriculum, including, as **Attachment 2**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school will serve. In addition, identify course outcomes and demonstrate alignment with applicable state standards.
3. Evidence that the educational program or key elements of the program are based on proven methods; evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.
4. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.
5. If the curriculum is not already developed, provide, as **Attachment 3**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.
6. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1.-3. Green Dot has developed a research-based curriculum that is currently used throughout our 19 schools in California. This curriculum includes course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, interim assessments and intervention programs. Green Dot Charter Middle School has chosen to align the existing Green Dot curriculum to the Common Core and Washington State Standards. More specifically, Green Dot Charter Middle School will use the Common Core State Standards for English language arts and math, and the Washington State Learning Standards for science, social studies and visual and performing arts. Teaching mastery of the Common Core and Washington State Standards through Green Dot’s college-preparatory curriculum framework will ensure that the specific needs and academic aptitudes of our targeted Washington State student population will be addressed. Green Dot Charter Middle School will also offer a range of electives to provide opportunities for students to explore their passions. Green Dot’s basic learning environment will be classroom-based with target student-teacher ratios of 20:1. Students will be grouped in heterogeneous classrooms where all teachers will use differentiated instruction. Since Green Dot works to develop intervention programs that address the needs of all students, we require smaller class sizes and offer more courses within our master schedule.

Below is an outline of Green Dot’s recommended middle school curriculum. This curriculum will likely be followed at Green Dot Charter Middle School. However, please note that some adjustments may be made in certain courses as the Principal and teachers make adjustments to adapt to the specific needs of their

students. Refer to **Attachment 2** for a scope and sequence for sixth grade English and language arts.

Green Dot Charter Middle School Sample Curriculum		
Sixth Grade	Seventh Grade	Eighth Grade
English 6 Read 180 Literacy Enrichment*	English 7 Read 180 Literacy Enrichment *	English 8 Read 180 Literacy Enrichment *
Math 6 Math Foundations**	Math 7 Math Foundations**	Math 8 Math Foundations**
Earth and Space Science	Life Science	Physical Science
World Geography World - Ancient Civilizations (8000 BCE – 600 CE)	World - Major Societies (600 CE – 1450 CE) Washington State History	U.S. History & Government (1776 CE – 1900 CE)
Advisory 6	Advisory 7	Advisory 8
<u>Sample Elective Options:</u> Health and Fitness The Arts Technology	<u>Sample Elective Options:</u> Health and Fitness The Arts Technology Composition	<u>Sample Elective Options:</u> Health and Fitness The Arts Technology Investigations World Language
<p>*Students identified as needing additional support in English language arts would follow the Intervention Pathway by taking Read 180 Literacy Enrichment. These students would be given an additional period of Reading in lieu of an elective. English Language Learners would benefit from Green Dot’s English Language Development (“ELD”) courses as applicable. Special Needs students would benefit from Green Dot’s Special Needs/Academic Success courses as applicable.</p> <p>**Students identified as needing additional support in Math would follow the Intervention Pathway of Math Foundations. These students would be given an additional period of Math in lieu of an elective.</p>		

Intervention Supports

Based on incoming student need, a schedule of intervention and acceleration courses will be available to Green Dot Charter Middle School students so that all students can complete the required courses:

- **Read 180:** Standards-aligned program for reading is provided to students that test low in reading. Typically, this course is given to students through an elective class or during Advisory.
- **Math Tutorial:** Students struggling in math receive intervention through small group and personalized attention from their math teacher. Utilizing a group tutorial structure, students pose questions in a small group setting to support their classmates in solving math problems.
- **English Language Development (“ELD”):** ELD classes are provided for students entering school as beginning ELLs. These classes aim to improve the English listening, speaking, reading and writing skills of beginning students to at least intermediate proficiency.
- **Special Needs/Academic Success:** Designated SPED students will be provided extra support to reflect the needs outlined in the Individualized Education Plan (“IEP”) and in all of their academic courses through one-on-one instruction, group support and guided instruction.
- **Guided Study:** All students who do not complete their homework or struggle with it must attend Guided Study after school where a teacher helps them with their work. All assignments must be turned in the following day.
- **Homework Club:** Students who are struggling with a particular class or want more support in a

subject can attend Homework Club, which is offered for an hour every day after school and run by a credentialed teacher and/or college interns.

- **Office Hours:** Teachers hold office hours twice a week after school to provide additional support.

Social and Life Skills Development

Green Dot Charter Middle School students will participate in a weekly Advisory class with the same group of students and teachers for the entirety of their middle school career. Advisory serves as a structured time and space for students to reflect on their learning and to discuss the connection between learning and life-long success. Advisory activities are organized around four pillars: 1) school culture and safety, 2) academics, 3) social life skills and 4) civic engagement. 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.
- Acquire different study skill strategies, test-taking strategies and communication tools that will enable them to succeed in their academic career
- Learn about the college process as they are encouraged to think beyond middle and high school in an effort to realize that the tools they gain today will be beneficial in the near future
- Gain self-efficacy skills that will allow them to address the barriers of learning with resiliency

Working with the same teacher and student peers for the duration of middle school, students benefit from a familiar support system built into the school day. The high level of attention that Green Dot devotes to developing such personalized, teacher-student relationships is best demonstrated through our 2012-2013 School Stakeholder Surveys in which more than 80% of students across all Green Dot schools agreed or strongly agreed with the statements that 1) My teacher makes me feel that s/he really cares about me and 2) Teachers and administrators treat me with respect.

4.-5. Refer to **Attachment 3** for details on textbook selection and curriculum development.

6. Green Dot's methods of instructions were derived from multiple research-based sources, including Charlotte Danielson's (2011) research-based *Framework for Teaching*. Green Dot's Teaching Framework is comprised of five domains that address the key factors necessary to ensure success for all students: 1) Data-Driven Planning and Assessing Student Learning; 2) The Classroom Learning Environment; 3) Instruction; 4) Developing Professional Practice; and 5) Developing Partnerships with Family and Community. Throughout the CRTF, three priorities are reflected in Green Dot's descriptors of teacher performance that highlight our organization's underlying beliefs around what constitutes good instruction:

- **Constructivism:** Individuals construct new knowledge from their experiences and prior understandings. The learner does the work of learning; for example, through thinking, talking, writing or making. Teachers create and facilitate opportunities for students to construct meaning through inquiry, academic discourse, experiential learning and problem solving.
- **Cognitive Engagement:** Individuals give sustained, engaged attention to a task requiring mental effort and that is within the zone of proximal development. As a result, teachers demonstrate high level of performance when their students are engaged in cognitively complex learning.
- **College Readiness:** Individuals have the knowledge, skills and attributes to succeed in college including key cognitive strategies, academic knowledge and skills and academic behaviors including self-monitoring, study skills and awareness such as "college knowledge."

Green Dot Charter Middle School's curriculum will also draw from the following research-based practices:

- **Planning and Preparation:** *“Essential Elements of Effective Instruction” by Madeline Hunter*
Madeline Hunter developed the teacher “decision-making model” for planning instruction known as Instructional Theory in Practice (“ITIP”). This approach to teaching uses Direct Instruction (“DI”) as the framework for planning. DI refers to a rigorously developed, highly scripted method that is fast-paced and provides constant interaction with students.
- **Assessment and Learning:** *“Understanding by Design” by Jay McTighe and Grant Wiggins*
The emphasis of Understanding by Design (“UbD”) is on “backward design”, the practice of identifying the desired outcomes in order to design curriculum units, performance assessments and classroom instruction that will enable students to achieve these outcomes. The backward design approach is developed in three stages. Stage 1 starts with educators identifying the desired results of their students by establishing the overall goal of the lessons by using content standards, common core or state standards. Stage 2 focuses on evidence of learning by assessment. Teachers plan performance tasks and evidence of understanding. Performance tasks determine what the students will demonstrate in the unit and what evidence will prove their understanding. This can include self-reflections and self-assessments on learning. Lastly, Stage 3 lists the learning activities that will lead students to the desired results.
- **Instructional Technique:** *“Teach Like a Champion” by Doug Lemov*
Teach Like a Champion offers effective teaching techniques to help teachers become champions in the classroom. The techniques used at Green Dot include:
 - 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. 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: Delay a few strategic seconds after you finish asking a question and before you ask a student to begin answering it.
 - Everybody Writes: Set your 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:** *Safe and Civil Schools, Randy Sprick*
Building on over 30 years of experience, this third-party vendor offers programming that helps foster respect and responsibility in students as well as improve overall school culture.

Green Dot seeks to raise the achievement level of every student and allocates resources to ensure that students with unique learning needs have equal access to a rigorous, college-preparatory education. Differentiated instruction will take a number of forms including purposeful group structures, varying assessments based on need and accommodations and modifications for students with disabilities. This flexible grouping enables students requiring intervention or those with advanced abilities to receive suitably challenging instruction. Teachers will use an appropriate mix of direct instruction, cooperative learning and individual student practice for all lessons. Research has shown these methods are most effective for middle

school students, especially students who arrive with lower levels of preparation for rigorous academic study. Additionally, Green Dot has developed a Response to Intervention (“RTI”) model to appropriately match student needs with specific services and resources. [Refer to the Special Populations and At Risk Students Section for more details on Green Dot’s RTI model.](#)

Student Performance Standards

Responses to the following items regarding the proposed school’s student performance standards must be consistent with state standards.

1. Describe the student performance standards for the school as a whole.
2. Provide the school’s plan for using internal and external assessments to measure and report student progress.
3. If the applicant plans to adopt or develop additional academic standards beyond the state standards, provide an explanation of the types of standards (content areas, grade levels). Be sure to highlight how the proposed standards exceed the state standards.
4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents/guardians and students.
5. Provide, as **Attachment 4** the school’s exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot Charter Middle School will develop personalized student performance standards for its students based on student, teacher and community input. These student performance standards will align with the four pillars that Green Dot deems critical for 21st century learners (below) and will be monitored by classroom and Advisory teachers. Below is a sample of students’ student performance standards:

<p>Pillar #1 College-Directed Learners</p> <ul style="list-style-type: none"> • Able to think critically and analytically to understand complex concepts across the curriculum • Prepared for high school curriculum and knowledge of college requirements and application process • Knowledgeable regarding career field choices and educational pathways 	<p>Pillar #2 Cultural Learners</p> <ul style="list-style-type: none"> • Aware of cultural differences, unique group histories and diverse perspectives • Exposure to world languages and able to understand the dynamics of language and culture • Able to communicate with sensitivity within and across diverse communities
<p>Pillar #3 Innovative Leaders</p> <ul style="list-style-type: none"> • Models ethical behavior through 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 	<p>Pillar #4 Life-Long Learners</p> <ul style="list-style-type: none"> • Responsible, mature decision-makers • Goal-oriented in their personal pursuits • Able to integrate multiple uses of technology • Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community

2-3. Green Dot Charter Middle School will use quarterly interim assessments and benchmarks to evaluate student progress and identify opportunities for intervention and acceleration:

- **Placement Exams:** Each year, Green Dot plans for all incoming 6th graders to take two placement exams (Scholastic Reading Inventory Diagnostic Test and the Green Dot Math Diagnostic Test). Students who score basic or below basic on the reading assessments are placed in a year-long Read 180 course to support them in English language arts. Students who score basic or below basic on the math assessments are placed in a course to support them in their mathematics.
- **Interim Assessments:** Green Dot Charter Middle School will use quarterly interim assessments in core areas such as English, math, science and history. In school year 2015-2016, these interim

assessments will be aligned to grade-level Common Core State Standards in English and math and Washington State Standards in Science and History. These benchmarks will 1) provide the ability for the school to track individual student progress and 2) provide opportunities for students to become accustomed to standardized testing. Following each benchmark, Green Dot Charter Middle School will host quarterly "Data Days," during which teachers review interim assessment results together and find best practices. Then, teachers review specific subject areas in which students have struggled so that they can return to the classroom and re-teach that information.

3. Each and every Green Dot Charter Middle School student will take a rigorous, college-preparatory curriculum that will eventually include a character-building, community service element. Green Dot Washington State will encourage all students to complete forty service hours during their middle school career. Designed to instill a sense of individual and civic responsibility, service learning will enable students to use newly gained skills to solve community challenges. Specifics of this service learning program will be determined in the future based on community needs and interaction with community leaders.

4-5. Green Dot's promotion and graduation policies will initially be communicated to families in the Student Policy Manual at the beginning of the school year during Parent Orientation/Registration. When a student experiences academic difficulties, a parent-teacher conference will be scheduled with the student to identify areas of difficulty and possible strategies for remediation. An action plan that aims to meet the needs of the students will be formulated at that meeting. In addition, parent conferences will be scheduled at the completion of the first and third quarters to provide an opportunity to evaluate each student's progress. Refer to **Attachment 4** for Green Dot's promotion and graduation policies for our middle school students.

High School Graduation Requirements (High Schools Only)

High schools will be expected to meet the state graduation standards.

1. Describe how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).
3. Explain the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not applicable. Green Dot is respectfully requesting approval of a charter for a middle school.

School Calendar and Schedule

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment 5**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction at a minimum of 180 days.
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 5**, a sample daily and weekly schedule for each division of the school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot Charter Middle School will work with its teachers to implement a longer school year to maximize learning. Green Dot may adapt our school calendar and schedule once we determine our facility and the district calendar is finalized. Refer to **Attachment 5** for a draft school calendar and bell schedule.

- **School Year:** Green Dot Charter Middle School will provide approximately 190 days of instruction, which is 10 more days more than required by Washington State law.
- **Daily Instructional Hours:** The number of daily instructional hours will be 6.25 hours (excluding lunch). Out of the 190 days, Green Dot plans to have approximately 10 early release days for parent-teacher conferences, exams and teacher professional development. The number of daily instructional hours for early release days will be approximately 4.5 hours (excluding lunch).

2. The Washington State Executive Director (“Executive Director”) and School Leadership Team (“SLT”) will work together to determine the final bell schedule that best meets the needs of each school. Green Dot Charter Middle School will use a schedule that affords students and teachers the time to do more in-depth studies, projects, experiments, etc. on a daily basis. Based on the below guidelines, Green Dot Charter Middle School students will receive approximately 1,170 hours of instructional time during the school year.

- **School Day:** All of the students attending Green Dot will be required to complete a rigorous, college-preparatory curriculum. The regular school day will start at approximately 8:00am and end at approximately 3:20pm, exceeding the required instructional minutes in Washington State law.
- **Interventions:** Based on initial placement exams, students identified as needing additional support in English language arts will be given an additional period of reading in lieu of an elective. Similarly, students identified as needing additional support in math will be given an additional period of math in lieu of an elective.

School Culture

1. Describe the culture of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language learners, and any students at risk of academic failure.
4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1-2. Green Dot Charter Middle School teachers and school leaders will ensure that a college-going culture permeates the school community as soon as a student steps foot onto the campus with the “Road to College Begins Here” pennants hanging above each classroom door. Teachers and principals will proudly share their college-going experiences, diplomas and challenges. Green Dot Charter Middle School students will also promote and exemplify Green Dot’s core values, which will be displayed prominently around the school campus.

Green Dot Public Schools’ Core Values

The following core values guide the philosophical core of each and every Green Dot school:

- **An Unwavering Belief in all Students’ Potential:** Creating an environment that nurtures the potential of all and understanding how decisions impact student learning
- **Passion for Excellence:** Continuously striving to demonstrate excellence, reflecting on practice and making data-driven decisions
- **Personal Responsibility:** Assuming responsibility and accountability for performance and demonstrating personal integrity
- **Respect for Others and the Community:** Appropriately representing the school/organization and collaborating with others
- **All Stakeholders are Critical in the Education Process:** Creating an environment in which all perspectives are valued and communicating transparently with stakeholders

Green Dot Charter Middle School’s college-readiness commitment will be predicated on creating a personalized learning environment where every adult on campus will be responsible for establishing respectful, nurturing relationships with students. On campus, the Principal, Assistant Principal and teachers will know students not only by name but as individuals with unique feelings and personal traits. All new students registering at a Green Dot school will be brought together during the summer for an initial introduction to our culture of high expectations ([refer to the Supplemental Programming Section, Question 1 for additional details on Summer Bridge.](#)) During **Summer Bridge**, Green Dot introduces a program called **Safe and Civil** to build a safe and orderly environment. Safe & Civil emphasizes effective communication and conflict resolution for students and describes how adults provide non-contingent attention (versus attention tied to discipline). The full Safe and Civil course is taught over three years. Principals and Assistant Principals provide ongoing professional development to support the Safe & Civil philosophy around school culture and classroom norms. Safe and Civil training is built into initial training for teachers and administrators. For students who enroll mid-year, the Advisory class also serves to integrate them into the Green Dot culture. Lastly, Green Dot Charter Middle School’s culture will be based on partnerships with student families. Green Dot’s tight-knit partnership with families includes open invitations to attend their children’s classes, open and regular communication with teachers, the opportunity to rate the performance of teachers and the school and eligibility to serve on the School Advisory Council (“SAC”), which provides input to the Principal about school policies and procedures.

3. Green Dot’s college-going culture is intended to instill in all students an *unwavering belief* that they can and will go to and through college. Green Dot believes that with the right supports, high expectations and college-going attitude, all students can and will succeed in school and be a life-long learner. Green Dot sets high expectations for all students and is committed to working with students who are not meeting outcomes to help them achieve. Green Dot’s small schools, small classroom environment and staff commitment to a shared responsibility for learning contributes to a learning environment of safety and literacy. Caring teachers and culturally responsive classrooms will positively impact student achievement and help students develop the resilience and self-confidence to succeed in spite of pervasive risk-factors.

4. Time	Activity
7:40–7:55	I arrive at school and am greeted by Principal Johnson as I enter the campus. I head to the cafeteria to eat breakfast with my fellow students. At 7:55, the bell rings, and our group immediately heads to the all-school morning assembly.
8:00-8:55	At the assembly, our principal announces a College Dress Day for Friday because everyone did their homework last week. I immediately begin thinking about which college t-shirt I will wear on Friday instead of my school uniform.

9:00-9:55	Arriving at English class, Ms. Youman greets me with a “Good morning, Kiera” and handshake. Last class, we worked in small groups focusing on understanding one poem. Today, we go around the room, and one student from each group leads a discussion of their group’s interpretation.
10:00-10:55	I head with my class to physical education. After warming up, I work through the small group centers that focus on balance. The teacher encourages me and challenges some groups to complete the centers with their eyes closed.
11:00-11:45	We start Advisory reading silently for twenty minutes. Afterwards, Ms. Smith reviews the agenda for our upcoming field trip to local universities next week. I’m so excited since this will be the first time I have ever visited a college!
11:50-12:20	During lunch, I eat with my friends and talk about the upcoming basketball tournament happening this weekend at our school.
12:25-1:20	Math! It’s definitely my hardest subject this year. I review the math “Do Now” on the whiteboard and begin to tackle the problem. After our class finishes the “Do Now”, we complete independent practice on the math concepts we learned last week and share our responses to the class. I feel frustrated that I missed four out of the ten practice problems but make a note to myself to stop by Mr. Torres’ office hours so I can work on this with him.
1:25-2:20	It’s finally time for my favorite class - Earth and Space Science! I’ve been working hard on my 3D solar system model since the whole school will get to see it, including my mom and aunt, at our Parent Night tomorrow.
2:25-3:20	My last class for the day is Art. This year, our school has been working on a project to improve our outdoor space, and we spend the class painting a mural.
3:30-4:30	I walk to the extended learning program with my brother. After eating a snack and reading a book, I work on my math homework with the tutor. When I get stuck, I get permission to walk back to my classroom and ask Mr. Torres. Around 4:30pm, I head home to enjoy some family time.

5. Time	Activity
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7:00-7:55	I arrive at school. The energy level is invigorating as teachers are already making copies, checking e-mails and meeting with families. I set up my classroom and write out the day’s agenda, homework and aim on the whiteboard. Next, I meet with my department team to collaborate on lesson planning.
8:00–8:55	Principal Johnson has called a special, all-school morning assembly. I begin my classroom morning routine by greeting each of my students as they enter the room and reminding them of the morning procedure while they unpack. Then, after a few enthusiastic college cheers, I quickly grab the college banner for our class and line my students up to head to the assembly.
9:00–9:55	Today, I’m excited to begin a brand new unit in Math! After teaching the new concept to my students, my students work independently and then in partners. I spend every second of in-class time working with students to be sure they are mastering the math concepts to get them to college.
10:00-10:55	My students start Advisory reading silently. Afterwards, I teach a mini-lesson on financial responsibility and the importance of saving for college.
11:00-11:45	During my planning period, I review this week’s formative assessments and adjust my weekly plan based on the data. A few minutes into the period, Principal Johnson stops by my classroom to give me feedback on yesterday’s lesson. I

	love the frequency of feedback that I receive at my school, and I'm eager to implement Principal Johnson's recommendations into my next lesson plan.
11:50-12:20	I eat in the staff lounge and chat with other teachers on strategies to improve rigor and ratio in our classrooms. At 12:10pm, I head back to my classroom to set up for my next lesson. Mike, a student that had struggled in the early months, comes into my classroom a few minutes early to ask for help on last night's homework. It's incredible to see how much progress Mike has made, and I enthusiastically give him a five-high once he completes the problem.
12:25-1:20	My second math class begins. After reviewing the "Do Now" with the class, I put several problems on the board and have small groups work on them. When I see groups become stuck, I come over to assist them. Before the class ends, I review the homework assignment for tomorrow.
1:25-2:20	At 2:00pm, the peaceful buzz of students' group work is interrupted by a ruckus from one table. After investigating, I find that Jason and his partner, Amanda are having a disagreement. I revisit the behavior expectations and conflict resolution strategies we learned in Safe & Civil and soon they resolve their conflict.
2:25-3:20	Last class of the day! At 2:45pm, I administer the mini-assessment to see if last week's work paid off and then continue work on our new math unit. I'm excited to analyze the mini-assessment results to see how much my students have grown!
3:30-4:30	On Wednesdays, I hold office hours for my students. Providing one-on-one tutoring to my students is the favorite part of my week since it helps me learn so much more about their needs and how to improve their growth.
4:30-5:00	I pop into my colleague's classroom to say hi and end up helping her display writing samples on the wall. I notice that one of the best samples is by Corrina, a student who has been disengaged in my class. I ask my colleague about the tricks she's used to help Corrina make so much progress. Around 5:00pm, I pack up. This evening, I'll complete my lesson plans for the week.

Supplemental Programming

1. If after-school or summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?
2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be delivered and funded.
3. Describe the programs or strategies to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. All new students registering at a Green Dot school are brought together at a Green Dot campus during the summer for an introduction to our culture of high expectations and personal accountability. At most Green Dot schools, **Summer Bridge** lasts for two weeks, runs from 8am-12pm and is staffed by existing teachers at the school. During Summer Bridge, students meet with their future teachers, attend classes and take initial placement exams. Throughout the summer, Green Dot academic teams analyze test scores and students assessed below grade level are assigned to Response to Intervention ("RTI") levels. Counselors, special education teachers and curriculum specialists review Individual Education Plans ("IEPs") and student transcripts, developing appropriate interventions that are shared with classroom teachers.

2. Green Dot Charter Middle School believes that co-curricular sports, clubs and community service activities are central to an effective education. Depending on student interest and sufficient fundraising, we aim to eventually offer a variety of boys' and girls' sports. Based on the operating history of other Green Dot schools, sports are offered as early as the school's first year of operation (typically one boys' and one girls' sports team in the first year). Practice and game facilities are secured through partnerships with local parks, recreation centers, Boys' and Girls' Clubs, and in some cases, district facilities. Green Dot Charter Middle School will also offer a variety of clubs & activities outside of the academic program. Depending on student interest and budgetary constraints, this may include, but would not be limited to, backpacking trips, ropes courses, debating teams, chess club and other student-initiated activities. We plan to take advantage of charter status flexibility in adjusting our schedule to allow these activities. Based on the operating history of other Green Dot schools, a smaller number of clubs, sports and activities are offered in the school's first year of operation but are then expanded in subsequent years based on student interest and demand.

3-4. Green Dot recognizes the critical importance of community-based services and parental involvement in addressing the out-of-school challenges that present barriers to student attendance and ultimately stall gains in student achievement. The Washington State Executive Director will work with the Home Office community partnerships teams to replicate Green Dot's approach to collaborating with the community and providing a comprehensive and integrated set of wraparound services and supports to students, families and community members including vision screenings, programs for high-risk youth and supports for youth in foster care. In recruiting partners, Green Dot Charter Middle School will seek out both national organizations as well as local community partners with an established track record of providing high-quality, culturally competent services. Green Dot Washington State has identified **Comprehensive Life Resources** and **Good Samaritan Behavioral Health**, local behavioral health agencies licensed through the state of Washington Division of Behavioral Health and Recovery, as potential partners to help integrate mental health supports into the Green Dot Washington State classrooms as well as build emotional and social resiliency. Green Dot Washington State will also seek out additional organizations with an established track record of providing high-quality, culturally competent services to the community. The design process will involve a comprehensive needs assessment and input from teachers, parents and community members to ensure that solutions are community-driven. Efforts will also ultimately be focused on building the capacity of partner agencies to monitor performance and operations.

Special Populations and At-Risk Students

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs); identify and refer students for assessment of special education needs; maintain records; and cooperate in the delivery of special education instruction and services, as appropriate. All responses should indicate how the school will comply with applicable laws and regulations governing service to these student populations.

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans; English Language learners; students identified as intellectually gifted; and students at risk of academic failure or dropping out. The plan should address how the school will meet students' needs in the least restrictive environment.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot Charter Middle School will follow child-find procedures to identify all students who may require assessment for special education and related services. If a student is referred to be assessed for special education, Green Dot Charter Middle School will comply with all provisions of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974 and the Americans with

Disabilities Act of 1990, Title II. Green Dot Charter Middle School will also comply with all Washington State statutes and regulations including the Revised Code of Washington (RCW 28A.155) and the Washington Administrative Code (WAC 392-172A). Several processes will act as safety nets for students to make sure they are getting the support they need and not falling through the cracks including: **1) Data Analysis, 2) Response to Intervention** and **3) the Student Success Team**. Specific supports may vary depending on what would be most helpful for all students within the school, or for specific groups or individual students.

Green Dot strives to provide students with a learning experience characterized by appropriate rigorous academic instruction and high expectations for college readiness within an inclusive learning environment. Green Dot Charter Middle School leaders (primarily the Regional Instructional Coach and Executive Director in Year 1 until a Regional SPED Administrator is hired in Year 2) will work with Green Dot's Home Office Special Education Team and outside organizations such as **Comprehensive Life Resources** or **Good Samaritan Behavioral Health** to create an environment where all students are held to high expectations but still individually supported. An inclusion model with external support will be utilized at all grade levels to ensure students' needs are being met in the least restrictive environment ("LRE").

2. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to the targeted district or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

While open to all students, Green Dot Charter Middle School will make a substantial effort to recruit the underserved special populations and at-risk groups in Southeast Tacoma in the area south of Interstate 5, east of Interstate 5 and west of Waller Road. Since demographics differ slightly from north to south within our target community, Green Dot is using the average of all K-12 schools in Southeast Tacoma to estimate our anticipated population until we find a facility. Based on this composite, Green Dot Charter Middle School anticipates serving a student population that is 15% SPED, 17% ELLs, and 82% FRL. In addition, Green Dot anticipates that students will be multiple grade levels behind and require a set of academic and socio-emotional interventions to help remediate and accelerate all groups of students.

Green Dot has targeted Southeast Tacoma as an area of great need after conducting a thorough analysis of the available research on school quality, educational opportunity, student demographics and academic achievement across the state of Washington. According to the Washington State Report Card, Southeast Tacoma currently serves 9,820 K-12 students with approximately 2,600 of these students attending one of the four neighborhood middle schools (Baker, First Creek, Giaudrone, and Stewart). For the 2013-2014 school year, the Office of Superintendent of Public Instruction for the State of Washington ("OSPI") identified three of the four Southeast Tacoma middle schools as being on the Priority Schools List, placing these schools among the lowest 5 percent of Title I schools in the state, based on achievement on the statewide assessments, with a demonstrated a lack of progress on those assessments over three years. Despite these challenges, Tacoma has proven itself to be an incredibly innovative and vibrant district where current models around expanded learning and enrichment and restorative practice in discipline are beginning to show early success. Green Dot believes that providing a high-quality, rigorous middle school education will help contribute to changing the odds for families and their students in Southeast Tacoma.

As described in more detail in Questions 3-5, Green Dot will deploy several support strategies and use multiple resources to meet the diverse needs of the middle school students in Southeast Tacoma including **1) Data Analysis, 2) Response to Intervention** and **3) Student Success Team**. Community involvement

and parent engagement will also be critical success factors to ensure that students' needs are being met. Green Dot seeks to partner with families, community members and Tacoma Public Schools to improve education and student outcomes in Washington State. We are continuing to learn about Southeast Tacoma and, if approved, we will be anxious to gain a deeper understanding about the needs of students and families in the Southeast Tacoma community as well as strengthen partnerships with community members.

3. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
 - a. Methods for identifying students with special education needs (and avoiding misidentification);
 - b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;
 - c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP);
 - d. Plans for promoting graduation for students with special education needs (high school only); and
 - e. Plans for qualified staffing adequate for the anticipated special needs population.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

3a-b. In accordance with the child find requirements under IDEA, Green Dot Charter Middle School will use a Student Success Team ("SST") and the Response to Intervention ("RTI") model to ensure students receive high-quality instruction matched to their needs. Green Dot will provide all students, including students with disabilities, with access to the general academic curriculum as well as all other educational programs and services provided for other students. Non-academic services and extracurricular activities will be provided in a manner that ensures an equal opportunity for participation by students with disabilities. Students with mild/moderate and/or moderate/severe disabilities will be included within our general education classroom environment and will be provided the accommodations, modifications, supports and resources necessary to be educated in the least restrictive environment (LRE), unless the IEP requires otherwise. Whenever a student's IEP determines that he/she be educated outside the general education environment, every effort will be made to ensure it would be the LRE and that all supports, accommodations or resources have been tried.

- **Student Success Team ("SST"):** Green Dot Charter Middle School will implement a SST to ensure that all students who are struggling academically or behaviorally are identified by key stakeholders. Members of the SST can include administrators, teachers, counselors, parents, students as well as outside service providers, if applicable. When a student first enrolls, the SST team will review the student's cumulative file records to identify history and analyze various sources of data such as attendance, grades, standardized tests and other assessments, teacher reports and observations. Through the examination of this data, the student will be grouped into the appropriate tier of leveled support. Strategies of various intensity levels will be applied to students within each RTI.
- **Response to Intervention ("RTI"):** RTI is a process that improves academic success through data analysis, targeted instruction and interventions and progress monitoring to prepare students for college, leadership and life. Green Dot's RTI process uses extensive intervention programs and supports, monitors the progress of the students who are receiving targeted interventions and uses data to identify how students are responding to interventions. Additional interventions are then determined to meet the targeted population that are making little to no progress.

- Tier I RTI Intervention: A classroom teacher is expected to deliver high-quality instruction to the whole class. To do so, teachers must differentiate their lessons by adapting objectives, modeling concepts and developing activities to address a range of learning styles and educational needs. Teachers assess student progress regularly and identify those struggling to keep up, in which case, they are placed in Tier II.
- Tier II RTI Intervention: Students in Tier II (approximately 20% of a class) are placed in small working groups within the classroom to focus three or four times a week on more targeted learning objectives and activities. Group work, directed by the teacher, gives students the opportunity to work through ideas at their own pace and the teacher the freedom to tailor his/her instruction to individual students. Students are evaluated on an ongoing basis and when objectives are achieved, they return to Tier I. Students who do not respond in Tier II are placed in Tier III.
- Tier III RTI Intervention: Students in Tier III (approximately 5% of a class) receive more focused, daily one-on-one instruction from either the classroom teacher or a SPED specialist either within the classroom or in out-of-class sessions. Students continue to be evaluated on, at a minimum, a weekly basis. When objectives are achieved, they are moved back into Tier II or Tier I settings. Students who remain unresponsive are referred for clinical evaluation by a school psychologist to determine the presence of any learning disabilities.

The RTI process identifies and tracks interventions for approximately six weeks to determine whether or not the student is responding. In the event of inadequate progress, the SST proceeds with making a referral for the student to be evaluated for SPED and related services. The Individuals with Disabilities Education Act (“IDEA”) Child Find and Referral provides that a referral may be initiated by a parent, teacher and student, or by another knowledgeable person concerned about a child.

3c. Once it has been determined that a student qualifies for SPED and/or related services, the IEP team, including members outlined in WAC 172A-03095, will meet to discuss the identified areas of need. The team will collaborate to create an IEP for the student that includes strengths, weaknesses, measurable annual learning goals and behavioral goals that may include the development of a Functional Behavioral Assessment (“FBA”) and Behavior Intervention Plan (“BIP”) for students with identified difficulties in behavior. Green Dot Charter Middle School will provide appropriate personnel, including SPED and related service personnel, with copies of the IEP and training in using special education strategies. Each special education student’s progress towards his/her IEP goals will be monitored regularly in accordance with IDEA and WAC 392 172A-13110 to ensure that the student’s needs are met and necessary supports are provided to ensure his/her success. Parents will also be provided reports of progress within the school quarterly progress reporting system, as well as within the annual IEP review.

Only certain classifications of disability are eligible for an IEP. Students who do not meet those classifications but still require some assistance to be able to participate fully in school may be candidates for a 504 plan. Green Dot will ensure that, in accordance with Section 504, the student has equal access to an education and there are no barriers to participation in the activities of school. A school 504 team, composed of school staff and professionals, will screen all referrals to determine whether evaluation is needed and whether or not a student is found eligible for services under Section 504. The assessment report will include the child’s educational performance including instructional strengths and weaknesses. This report will also include a summary of standardized test data, attendance information and samples of classroom performance. Other information may be used where appropriate, such as results of medical, psychological, speech/language, physical therapy (PT), occupational therapy (OT), developmental, vision and hearing evaluations. Once a 504 Plan is determined necessary, the student may receive accommodations and modifications in the 504 Plan to ensure success in the general education.

3d. Not applicable. Green Dot Charter Middle School is seeking to open a charter middle school.

3e. Green Dot Charter Middle School will hire SPED teachers and SPED aides to serve students with disabilities in accordance with the support level needed to implement the related services and specialized instruction detailed on the IEP. In Year 1, Green Dot anticipates a SPED student to teacher ratio of 12:1 as well as a SPED student to aide ratio of 15:1. All personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental health professional) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. Speech language, occupational and physical therapy services may be provided internally or contracted to external providers for students who qualify. These SPED and related service providers will have the opportunity to collaborate with their general education peers in grade-level department meetings.

4. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
 - a. Methods for identifying ELL students (and avoiding misidentification);
 - b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the academic program for these students;
 - c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
 - d. Means for providing qualified staffing for ELL students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. a.-d. Green Dot Charter Middle School will serve English Language Learners (“ELLs”) based on the U.S. Department of Education’s six steps of progression through an ELL program. Green Dot Charter Middle School will also comply with WAC 392-160, including but not limited to, WAC 392-160-015.

- 1) **Enrollment:** Green Dot will not discriminate based on English language proficiency or immigration status. Our enrollment form will not request a social security number. We will provide our families communication in a language they understand. The current budget includes at least one ELL teacher. Once we identify the percentage of ELL students at our schools, we will tailor our ELL staffing needs. All teachers will also be given professional development in teaching English language learners in their appropriate content areas.
- 2) **Identification:** The identification process for every student will include a Home Language Survey that will serve to identify all students’ primary or home language as well as a family’s potential need for interpretation or translation. The ELL Coordinator will meet with guardians of all students identified as having a primary or home language other than English to discuss the results of the assessment and the educational plan the school will follow to support their child’s educational needs.
- 3) **Assessing Students’ Language Proficiency:** If a student’s Home Language Survey indicates that a language other than English is spoken in the home, Green Dot Charter Middle School will administer the Washington English Language Placement Assessment (“WELPA”) within 30 calendar days of initial enrollment and annually thereafter during the state-established testing window until the student is re-designated as fluent English proficient.
- 4) **Placement and Services:** Green Dot will use a number of bilingual teaching strategies in addition to its core program, including Specially Designed Academic Instruction in English (“SDAIE”). On a bi-monthly basis, the ELL Coordinator will meet with both classroom teachers and grade level teams to assess the progress of ELL students. The ELL Coordinator and classroom teachers will be responsible for monitoring the assessment of ELL students, reevaluating ELL services and

- communicating with ELL students' families on a quarterly basis about their children's progress.
- 5) **Transition/Exiting ELL Support:** The progress of ELL students towards proficiency will be assessed annually using the WELPA. Results will be used to determine whether each ELL student is meeting Annual Measurable Achievement Objectives for English language proficiency as well as determine which students are no longer considered ELLs. The WELPA results will be used to regularly assess a student's ELL designation and ongoing need for any extra language support.
 - 6) **Monitoring:** Once a student gains sufficient proficiency in English, he/she will be re-classified and will no longer participate in extra language support programs. The ELL Coordinator and the classroom teachers will continue to monitor the student's progress for an additional two years.

5. Explain how the school will identify and meet the learning needs of at-risk students as defined in RCW 28A.710.010(2). *"At-risk student" means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, students who do not meeting minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs.*

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

To identify and meet the learning needs of at-risk students, Green Dot uses a data-driven approach to understanding our student population as early as possible, which in turn, enables our administrators and teachers to adequately plan the right portfolio of services and develop **Individualized Learning Plans** ("ILPs"). Green Dot's approach to implementing a portfolio of interventions for students that struggle with achieving educational success, whether due to academic or economic disadvantages, includes: 1) using data to identify and ensure targeted interventions and 2) providing tailored academic as well as non-academic supports in order to promote high achievement.

Green Dot Charter Middle School's culture of data analysis will help determine which students are not making expected levels of progress in reading or math on standard measures. The school's annual data review will include analysis of standardized testing results, a quarterly review of benchmark assessments or student behavioral or attendance data and ongoing grade-level progress monitoring. Other data reviewed may include discipline data or classroom progress reports. Green Dot's practice of continuous assessment of progress ensures appropriate instructional decision-making, teacher supports based on student performance outcomes and the provision of rigorous learning experiences for at-risk students. Lastly, as mentioned before, Green Dot's RTI model supports academic success through data analysis, targeted interventions and progress monitoring in order to prepare all students for college, leadership and life.

6. Explain how the school will identify and meet the needs of highly capable students, including the following:
 - a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
 - b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
 - c. Means for providing qualified staffing for intellectually gifted students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Green Dot Charter Middle School will also serve the needs of intellectually gifted students in accordance with Washington State law and policies. Students achieving above grade level will be identified through

standardized test scores, teacher assessments and grades and benchmark data. Green Dot Charter Middle School will support all instructors in the development of materials and curricular enrichment activities so that gifted students are pushed across content areas. 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 allow them to apply their knowledge in authentic contexts to improve the school. 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 courses that the Principal leads will push academically gifted students to apply their intellect to authentic projects that serve to improve the school's culture, structure, and environment.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that is culturally inclusive and will provide equal access to interested students and families. Specifically describe the plan for outreach to at-risk students.
2. Provide, as **Attachment 6** the school's Enrollment Policy, which should be culturally inclusive and include the following:
 - a. Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
 - b. A timeline and plan for student recruitment/engagement and enrollment;
 - c. The lottery procedures that will be used should student interest exceed capacity;
 - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
 - e. Explanation of the purpose of any pre-admission activities for students or parents.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1-2. Green Dot is highly experienced in engaging with parents, students and the community. Refer below for our student recruitment and marketing plan and to **Attachment 6** for Green Dot's enrollment policy.

- **Pre-work:** During the initial planning year, the National Expansion Growth Team will continue researching and learning about the public education landscape in Washington State and build upon relationships Green Dot has started to form in Tacoma. [Refer to the Existing Operators Section, Question 1 for details on the National Expansion Growth Team and Washington State Regional Office.](#) Green Dot will reach out to key community, civic and political leaders to introduce the organization and obtain a better understanding of the needs of the community. We will also conduct extensive neighborhood analysis to understand our school feeder patterns and other elementary and middle schools in the area. Green Dot will also connect with the Commission to learn about the charter landscape and community partners.
- **Student Recruitment and Marketing:** The Washington State Executive Director will partner with the Home Office Director of Communications to develop a multi-pronged outreach strategy:

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).

- Prong #1 – Meet with Key Influencers: The Washington State Executive Director will be responsible for leading community organizing to gain support for the school. He/she will host one-on-one meetings with major influencers including community organizations, administrators, counselors and teachers at feeder elementary schools, churches, elected officials, non-profit/social service providers, neighborhood councils, alumni and the media at least **nine months** prior to the opening of the school. The purpose of these meetings will be to build relationships, learn about each group’s interests and understand how to earn their support. The Executive Director will also make an effort to meet with any opposition to clarify any misinformation and understand the potential sources of concern. Following the one-on-one meetings, Green Dot will continue to build support for its schools by asking advocates to speak on its behalf and hosting large community gatherings.
- Prong #2 – Meet with Parents: Green Dot will directly reach out to current, surrounding area and feeder school parents through brochures, flyers, phone banking, door knocking, open houses and information sessions at least **six months** prior to the opening of the school. The purpose of these communications will be to provide information about Green Dot, identify common concerns around charters (e.g., serving at-risk students, anxiety around change, concern with the unknown) and address concerns through direct and consistent messaging. Green Dot will highlight its service to students, demonstrate to parents and other key stakeholders what high performing schools look like and honor the traditions and culture of the existing community while offering the promise of a safe and high quality education. In addition, we plan to highlight the additional supports we provide including wrap-around services, leadership opportunities, after-school programming, alumni associations, etc. To build credibility, Green Dot will have key community influencers attend parent meetings, and we will offer virtual tours of Green Dot California schools and testimonials from Green Dot students and families.
- Prong #3 – Foster Relationship with Students: We plan to launch a number of activities to ensure student involvement at least **six months** prior to the opening of the school. This plan will include presentations and videos at feeder elementary schools and community events so that students understand the “Green Dot Difference” and have a sense of what a Green Dot school is like. In addition, we plan to use these sessions as a two-way conversation so we can learn about their thoughts, worries and concerns and ease their fears about transitioning to middle school. We will set up virtual Q&A sessions for them with current Green Dot students in California so they can hear from actual students, and we will highlight the student organizations and activities they can be involved in upon enrolling.
- **Outreach to At-Risk Students:** The Manager of Finance and Business Affairs and the Principal will be responsible for student recruitment and retention. Green Dot Charter Middle School will tailor its student recruiting efforts and student enrollment processes to attract all students, including those classified as “low-achieving” and “economically disadvantaged.” Specific outreach activities will include: extensive grassroots marketing; simple and easy to understand forms and brochures and removal of any language/messaging that may traditionally deter underserved student populations. We will also adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

Student Discipline

Describe in detail the school’s approach to student discipline. Provide as **Attachment 7** the school’s proposed discipline policy. The proposed policy must be culturally responsive and comply with any applicable state laws and Commission policies. The plan should provide evidence that it is based on research, theory, experience, or best practice. The description of the school’s approach and the proposed policy should address each of the following:

1. Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
2. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
3. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
4. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.
5. Discuss how students and parents/guardians will be informed of the school’s Discipline Policy.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot’s discipline policy is based on the research and philosophy of **Restorative Practice**. Restorative Practice means that individuals who hurt the school community must make amends and give back to the community for their infraction. The “giving back” does not necessarily replace punitive actions that may result from the infraction. Rather, they are often in addition to such actions. Therefore, students who violate Green Dot Charter Middle School’s Code of Conduct will often face a *restorative consequence* - an opportunity to give back to the community and repair relationships they have damaged. This concept of honoring the community and the relationships within our community is a foundation of our program. Restorative consequences are typically designed to restore the wrong doing. If graffiti was the infraction, covering the wall with paint is a reasonable restorative consequence. When trust is broken, facilitated conversations and or apologies may result. The goal is that students always take responsibility and make amends. Green Dot has achieved clear success with its discipline philosophy at our existing Green Dot schools in California. In our 2012-2013 School Stakeholder Survey, more than 90% of students either agreed or strongly agreed with the statement “There are clear expectations for behavior in this class”.

Green Dot Charter Middle Schools’ Code of Conduct

Below is an outline of Green Dot Charter Middle School’s recommended Code of Conduct. However, please note that some modifications may be made as the Principal, teachers and students make adjustments to adapt to the specific needs of their school community.

- I’m choosing to be here.
- I’m here to learn and achieve.
- I’m preparing for college, leadership and life.
- I’m responsible for my actions.
- I’m contributing to a safe, respectful, and cooperative community.
- I’m proud of my school!

Discipline System Framework

Green Dot’s **Discipline System Framework** is designed to create a safe, respectful and cooperative community. Within the framework, there are three discipline levels:

- **Level 1 Demerits:** The demerit/merit program serves as the foundation to Green Dot’s approach to

reinforcing positive behavior. Each student receives a merit and demerit card. The merit card tracks exemplary behavior/actions. When a staff member observes exemplary behavior, s/he will ask for the merit card and provide a merit. Students that meet merit goals are awarded according to an incentive menu (i.e., pizza party, BBQ lunch, dances). The demerit card tracks minor infractions (i.e., uniform violation, off-task during class, gum-chewing, foul language). When a staff member observes an offense, s/he respectfully asks for a student's demerit card and records the following: code of offense, date of offense, signature. After receiving six demerits, the student is assigned a three-hour afterschool detention.

- **Level 2 Referrals:** Level 2 violations involve actions that significantly impact a high achievement culture and community of safety, respect and cooperation (i.e., instigating a fight, insubordination, bullying). Students exhibiting Level 2 infractions should be referred to school administration. In addition to a referral, teachers are expected to use the incident as a teaching/relationship building opportunity and follow up with the student and parent. The line between Level 1 and 2 infractions is sometimes gray. During these gray situations, the teacher is expected to balance the needs of the individual student against the needs of the class. It is important to remember that once a student is removed from the classroom, the student loses valuable academic time. However, if the student is uncontrollable and is preventing others from learning, the student should be removed. Reasonable effort to address the situation is expected in order to maximize academic time for all students.
- **Level 3 Suspensions:** Level 3 violations involve actions that are very serious violations of the school's Code of Conduct and/or are criminal violations of Washington State law (i.e., drug possession, theft). Typical consequences include suspension or referral to a Discipline Review Panel.

2. Refer to the **Suspension/Expulsion Offenses** section in **Attachment 7**.

3. In the case of a student who has an IEP or a student who has a 504 Plan, Green Dot Charter Middle School will ensure that it follows disciplinary procedures that comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973.

4. Refer to the **Expulsion Procedures, Appeal Rights** and **Future Placement** sections in **Attachment 7**.

5. The school's discipline policy will be published at the beginning of each school year in the Parent-Student Handbook, which will be reviewed with parents and students at Parent Orientation/Registration.

Conversion Schools

Proposed conversion schools must provide a detailed plan for how they intend to engage the entire school community and any information regarding steps already taken.

1. Provide a detailed plan that demonstrates that the conversion school will have sufficient capacity to enroll all students who wish to remain enrolled in the school after conversion.
2. Provide, as **Attachment 8** evidence of demonstrated support for the proposed conversion in the form of a petition signed by a majority of teachers assigned to the school and/or a petition signed by a majority of parents of students in the school.
3. Provide evidence of the organization's prior experience in taking over or turning around an under-performing school and the ways in which the group will engage and transform the existing school culture.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not applicable. Green Dot is not requesting approval to operate a conversion school.

Family and Community Involvement

1. Describe the role to date of any parents/guardians and community members involved in developing the proposed school. Include other evidence of parent/guardian and community support for the proposed charter school.
2. Describe what you have done to assess and build parent/guardian and community demand for your school and how you will engage families and community members from the time that the school is approved through opening.
3. Describe how you will engage parents/guardians in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents/guardians.
4. Discuss the community resources that will be available to students and families. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 9** existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. To date, Green Dot has spoken with Washington State Charter School Association representatives, district superintendents and union leaders, community partners and foundation leaders to better understand the public education landscape in Washington State. Upon approval by the Commission as an authorized operator, Green Dot will conduct more extensive outreach efforts to community members and parents.
2. The goals of Green Dot's community outreach will be to (1) learn more about the needs of students, families and communities, (2) share information with students, families and communities about the high-quality, rigorous college preparatory education that Green Dot offers and (3) explore potential partnerships that will serve the community. In the year leading up to the school opening, the Washington State Executive Director and the Founding Principal will reach out to the neighborhood groups and associations in the local area. This outreach will include churches, Boys' and Girls' clubs, neighborhood associations and other civically minded organizations. We will also hold open houses and community meetings that will be advertised through newspaper ads, church announcements, door flyers and other communication vehicles.
3. Green Dot Charter Middle School will have the following elements to engage parents/guardians:
 - **Parent Coordinator:** As the front line of communication and relationship with families, a full-time parent coordinator will be at the school. Green Dot views the parent coordinator as a critical team member in the effort to create strong school-family-community partnerships. 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 conducting community outreach, organizing parent volunteers, addressing parent needs, recruiting new students, giving student tours and organizing workshops for parents and students.
 - **Parent Trainings:** Green Dot Charter Middle School is committed to actively integrating parents/guardians into all aspects of their students' school experience by offering the Green Dot Parent Academy, an eight-month program that consists of one 2-hour workshop per month from October through May culminating in a Parent Graduation in June. The goal of the program is to empower parents to become leaders who engage other parents to support and improve their children's schools. The Parent Coordinator leads this program with support from the Washington State

Executive Director. Specifically, Green Dot provides seven pre-packaged modules with the PowerPoint and notes already completed as options for the Parent Academy. Below are the topics for each module:

Parent Module	Training Description
The Green Dot Difference	What is a charter? What is Green Dot's History? What does it mean to attend a Green Dot school?
Family-School Communication	How can parents communicate with the school effectively? What does an effective parent-teacher conference look like?
Middle School 101	What is GPA? What is a credit? What are the requirements for promotion?
College-Readiness	What does my student need to do to go to college?
PowerSchool	How do I check my student's grades and other important data?
Effective Teaching	What does good teaching look like? What is Green Dot doing through TCRP?
Educational Equity	How can I support Green Dot? How can I get involved and advocate for educational equity for all kids?

- Parent Service Hours:** Green Dot Charter Middle School will recommend that parents provide 35 service hours to the school each year. Parents are encouraged to complete parenting, computer and English (as necessary) classes, as well as college and financial aid workshops. Parents have many additional opportunities to complete volunteer hours including assisting in the office, supervising 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 and signing student homework logs and completing parent surveys.
- School Stakeholder Surveys:** Green Dot Charter Middle School will conduct an annual School Stakeholder survey to gauge family involvement and satisfaction as well as incorporate family feedback. At our existing Green Dot schools in California, in our 2012-2013 School Stakeholder Survey, more than 90% of families across all Green Dot schools either agreed or strongly agreed with the statements that 1) Teachers at this school have helped my student set high academic goals and 2) Teachers at this school have helped my student to meet his/her academic goals.

4. Refer to **Attachment 9** for existing evidence of support from community partners.

Educational Program Capacity

- Identify the key members of the school's leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
 - School leadership, administration, and governance;
 - Curriculum, instruction, and assessment;
 - Performance management; and
 - Family and community engagement.

Describe the group's ties to and/or knowledge of the target community.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school’s development.
3. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in.
4. Provide, as **Attachment 10**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader’s ability to effectively serve the anticipated population.

--OR--

If no candidate has been identified, provide as **Attachment 10** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

5. Describe the responsibilities and qualifications of the school’s leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment 11**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring, and provide job descriptions as **Attachment 11**.
6. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Key school site leaders for Green Dot Charter Middle School will include:

- **Principal:** The Principal is the primary leader of the school, is accountable for the school’s academic performance and operations and reports to the Washington State Executive Director.
- **Assistant Principal(s):** In Year 1, one Assistant Principal will support the Principal in instructional leadership, summer planning, academic interventions, special education, budget, school evaluation and oversight, parent and community outreach, testing, enrollment and attendance, extracurricular programs/activities and other school-site responsibilities. In Year 3, Green Dot Charter Middle School will hire a second Assistant Principal. Both Assistant Principals will report to the Principal.

School-site leaders will be supported by the National Expansion Growth Team, Green Dot’s Home Office and the Washington State Regional Office. [Refer to the Existing Operators Section, Question 1 for additional detail on these support structures.](#) Each school will also have a **School Leadership Team** (“SLT”), comprised of the Principal, Assistant Principals, Counselor(s) and Department Chairs, that will regularly review the school’s performance and make key decisions concerning the school.

2. Green Dot plans to partner with local community organizations to meet the diverse needs of students and families in Washington State. Several organizations we have or will develop relationships with include:

- **Human Capital Partners:** University of Washington, Washington State University, Seattle University, Teach For America, Washington Education Association, Teachers United
- **Mental Health, Social Support Service & Advocacy Providers:** Comprehensive Life Resources, Good Samaritan, Safe & Civil, Stand for Children

3. Green Dot plans to identify its Founding Principal at least **nine months** prior to the school opening. We will look within our existing cadre of administrators in California to identify our first Washington State Principal. Since this Principal will be familiar with the Green Dot mission and values, he/she will serve as a key ambassador of the Green Dot model in Washington State. School leaders new to Green Dot may spend a year in training through Green Dot's internal **Administrator-in-Residence ("AIR") program**. Green Dot's goal is to identify potential AIRs in Washington State and train them as Residents through the AIR program in California before they assume school leadership roles at Green Dot Charter Middle School. These Residents would likely be placed as Assistant Principals in Washington State schools after the completion of their residency. Green Dot may also hire experienced Principals from Washington State and place them directly into school leadership positions if they are highly qualified. [Refer to the Existing Operators Section, Question 1 for details on Green Dot's AIR leadership program.](#)

4. Green Dot conducts extensive diligence to select the most qualified and dedicated school leaders. Refer to **Attachment 10** for the job description and qualifications for the Principal role.

The Principal interview process includes five steps:

- 1) **Assessment with Human Capital:** The first step includes the initial resume/application screen and a phone interview with the Human Capital team. The interview includes an assessment of attitudes, knowledge of effective teaching and the candidate's alignment to Green Dot's mission and vision.
- 2) **Panel Presentation, In-Box & Writing Prompt:** Successful candidates are moved on to the next round of interviews with the Washington State Executive Director and/or VP of National Expansion. These interviews will be conducted in-person or over the phone.
 - **Panel Presentation:** During this interview, candidates are asked to conduct a 20-minute professional development session based on a pre-specified topic and data. The candidate is evaluated on organization and preparation of the session, presentation of materials, knowledge of the subject matter and knowledge of adult learning theory.
 - **In-Box Scenarios:** The candidate is presented with three different case studies and asked to prepare for a discussion around each scenario. Case-based interviews are used to assess leadership capacity in instructional leadership, problem solving and resource management.
 - **Writing Prompt:** The candidate is asked to complete a writing assignment assessing his/her ability to analyze and communicate an issue effectively in writing. In addition, the writing sample helps to determine a candidate's achievement in people management and problem solving.
- 3) **Campus Observation & Debrief:** Candidates are asked to shadow a Green Dot administrator for two hours. After this shadow experience, candidates reflect on what they saw and write up their insights around instructional leadership, people management, resource management, problem solving and community leadership. Candidates are also asked to describe three areas of strengths and opportunities for improvement and asked to offer specific evidence and ideas on next steps.
- 4) **Reference and Background Checks:** Reference and background checks are conducted for finalists.
- 5) **Community Interview:** – Finalists are asked to complete an in-person interview with a Community Panel comprised of the Washington State Executive Director and/or the VP of National Expansion, Assistant Principal(s), Teachers, Classified Staff Members, Parents and Students. The Washington State Executive Director and VP of National Expansion are responsible for the final hiring decision.

Green Dot will also seek partnership with local and national human capital organizations to identify potential candidates for future Washington State schools. Finally, we will use our extensive relationships with universities across the nation to search for candidates.

5. Green Dot's seasoned management team is experienced in leading public middle school reform. The Home Office supports to Green Dot Charter Middle School will be led by our Chief Executive Officer (CEO), Marco Petruzzi; President and Chief Academic Officer (CAO), Dr. Cristina de Jesus; Chief Financial Officer (CFO), Sabrina Ayala and our VP of National Expansion, Dr. Megan Quaile. The Washington State Executive Director will report to Dr. Quaile. The Executive Director is expected to be announced at least **nine months** before the opening of Green Dot Charter Middle School. Megan Quaile will serve as the Interim Executive Director until the full-time Executive Director is hired. [Refer to the Existing Operations Section, Question 1 for details on Megan Quaile's background and qualifications.](#)

The Washington State Executive Director will oversee the academic performance, instruction and operations across all Green Dot Washington State schools and the Washington State Regional Office. Working with the National Expansion Growth Team, his/her major duties will be to supervise, coach and evaluate all Green Dot Washington State Principals, manage the operations and finances of the region and build community relationships across the schools. The Executive Director will be the primary contact for the Washington State Charter School Commission and local district and serve as the liaison between Green Dot Charter Middle School and the Green Dot Board of Directors. The Executive Director will likely be selected from among Green Dot's existing leadership. The chosen candidate will have demonstrated leadership in both academic and operational settings and be intimately familiar with Green Dot's schools and operations.

Beyond the Washington State Executive Director and Principal, the Assistant Principal ("AP") will also serve as a key school site leader. The Principal will be supported by the Home Office Human Capital team to recruit and hire the remaining school staff positions. The selection process for the AP will begin in the planning year (Year 0) with the goal of having the AP hired before school starts. Recruitment and hiring includes multiple stages. During the first stage, Green Dot's Home Office Human Capital team will vet a series of resumes and applications to identify Assistant Principal candidates who meet our minimum criteria. These candidates will next be screened to ensure alignment with Green Dot's core values. Once a set of top candidates has been identified, the final stage will require the candidate to:

- Create a professional development presentation
- Produce an on-demand writing sample
- Watch a video of a teacher's lesson, providing feedback and next steps for support for that teacher
- Shadow a current Green Dot California Principal for a half day

The **Principal** will make the final hiring decision, followed by reference checks and a contract. Refer to **Attachment 11** for leadership biographies, resumes and job descriptions.

6. Depending on when the school assignment is announced, the **Principal**, in conjunction with the Washington State Regional Office, will lead the development of the school. The Washington State Regional Office will play key roles in recruiting/hiring school staff, building relationships with community partners, ensuring compliance to Washington State regulations and policies and managing all start-up operations for the school. The following staff members in the Washington State Regional Office will work on a full-time or nearly full-time basis: **Executive Director, Instructional Coach, Manager of Finance & Business Affairs**. The **National Expansion Growth Team** will also play a key role during the school's formation. Green Dot is seeking philanthropic funding and/or grants to support the Washington State Regional Office and National Expansion Growth Team in initial years of operation. In the future, these costs will be shared across all Green Dot Washington State schools and covered by shared services fees in steady-state. In addition, Green Dot Washington State will receive support from Green Dot Public Schools National.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 2. Operations Plan and Capacity

(25 pages)

Governance

Legal Status and Governing Documents

Describe the proposed school's legal status, including non-profit status and federal tax-exempt status. Submit, as **Attachment 12** the Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of filings for the preceding items), a completed and signed Statement of Assurances, bylaws, and any other governing documents already adopted, such as board policies.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Green Dot Public Schools Washington State ("Green Dot Washington State") is a recently incorporated Washington State nonprofit. The organization has applied for federal tax-exempt status and is awaiting a response from the IRS. The Board of Green Dot Washington State is comprised of Board members from the Puget Sound region. Green Dot Washington State is part of the Green Dot Public Schools family of organizations. Green Dot Public Schools ("Green Dot") is in the process of transitioning its governance structure. Over the course of the next year, Green Dot has plans to separate into Green Dot Public Schools (National), which will provide shared academic, operational and financial services and oversight to all regions, as well as Green Dot Public Schools California and Green Dot Public Schools Tennessee. By accessing shared services from Green Dot Public Schools, Green Dot Washington State will learn from the best practices Green Dot has learned over the last 13 years of experience and by launching and managing the 19 schools in its portfolio.

Each entity listed above will be separately incorporated and have a separate/local Board of Directors. Green Dot Public Schools National will retain the power to appoint and remove Board Members of Green Dot Washington State. In addition, Green Dot Washington State will sign a licensing agreement with Green Dot Public Schools National. This agreement will help clarify the Green Dot model, areas for innovation and tailoring of the model to the local context and ways to collaborate within the Green Dot family. For the purposes of this application, Green Dot refers to Green Dot Public Schools, the current organization that will eventually be split up three entities (National, California and Tennessee). Refer to **Attachment 12** for Green Dot Washington State's Articles of Incorporation, proof of non-profit status and tax exempt status.

Organization Charts

Submit, as **Attachment 13**, organization charts that show the school governance, management, and staffing plan and structure in: a) Year 1; and b) at capacity.

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

Governing Board

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing

board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

3. Identify all current and prospective board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's board. In **Attachment 14** provide a completed and signed board Member Information Sheet, resume, and professional biography for each board member.
4. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.
5. If this application is being submitted by an existing non-profit organization respond to the following:
 - a. Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?
 - b. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
 - c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
6. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.
7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 15**, the board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of any additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. The Board of Directors of Green Dot Washington State will have ultimate responsibility for major strategic and policy decisions related to Green Dot's Washington State schools as well as ensuring Green Dot Charter Middle School's financial sustainability.

2. The role of the governing Board will be to:

- Green light the launch of Green Dot Washington State
- Set the strategic direction of Green Dot Washington State
- Monitor academic and operational performance of Green Dot Washington State and each campus
- Approve major school policies
- Support the Washington State Executive Director ("Executive Director")
- Ensure financial sustainability of Green Dot Washington State by approving the organizational budget and each campus budget
- Provide consultation in areas of expertise – legal, real estate, finance, public and media relations, education, community engagement, legislation and government relations

- Support and help in fundraising efforts
- Act as an ambassador for Green Dot by promoting the organization and its successes to community leaders, funders and influencers
- Collaborate and share best practices with Green Dot Public Schools National and other Green Dot Public Schools organizations

Interactions with Head of School: The Board of Directors will primarily interact with the Washington State Executive Director, who in turn, will coach the Principal and lead the Regional Office. The School Leadership Team will meet with the Board of Directors intermittently, but Green Dot’s intention is to have the School Leadership Team focus on instructional leadership and managing stakeholders within their school building, while the Executive Director manages the relationship with the Board of Directors.

Interactions with Advisory Bodies: The School Advisory Councils (“SACs”) will interact with the Board indirectly. The SAC bylaws reinforce their steadfast commitment to personalizing learning for all students. SACs will make recommendations around curricula, the school calendar and alignment of the budget with school priorities prior to Board review. In addition, SACs will evaluate the school’s performance against school-specific goals and support efforts around student recruiting and daily attendance. SACs share recommendations with school leaders and the Manager of Finance and Business Affairs. These groups will then share the recommendation with the Washington State Executive Director, who will, in turn, share recommendations with the Green Dot Washington State Board of Directors.

Size: Green Dot Washington State aims to have a Board of as few as three and as many as twenty-five members, per the Bylaws. Over time, this Board could grow and expand based on the organization’s needs. Specifically, the powers and duties of the Green Dot Washington State Board of Directors are listed in the Green Dot Washington State bylaws and include:

- Approving or denying the recommendation from Green Dot Public Schools National regarding the hiring, evaluation and compensation or termination of the Washington State Executive Director
- Approving or denying the budget put forth by the Washington State Regional Office (“Regional Office”) in collaboration with Green Dot National
- Set strategy and policy in collaboration with Green Dot National and the Regional Office
- Protecting Green Dot Washington State from financial, legal and organizational risk
- Conducting and managing the business affairs of the organization
- Assuming obligations and entering into contracts
- Managing risk and liability
- Filling of vacancies on the Board of Directors
- Amending, repealing or adopting new bylaws
- Appointing Board Officers; however, Green Dot Public Schools National will retain ultimate decision rights over the appointment of Directors on the Board

To ensure the success of Green Dot Washington State, the full Board will review academic, cultural and financial data on a regular basis. In addition, the Board can choose to appoint a series of committees that will more closely monitor the school’s performance in certain areas. These may include:

- **Executive:** Comprised of officers and committee chairs, has special authorities/responsibilities, ensures strong governance, oversees recruitment, nomination and selection of Board members
- **Education:** Reviews annual performance goals, monitors school progress, advises Green Dot

- Charter Middle School on curriculum, educator effectiveness, assessment and accreditation
- **Audit and Finance:** Ensures organization is in good fiscal health, compliance with laws and strategic priorities are reflected in budget, oversees selection of auditor and reviews annual audit
- **Development:** Develops strategy for fundraising and development, builds financial support for Green Dot Washington State
- **Governance:** Develops policies and procedures around Board governance including expansion of the Board

The Board of Directors of Green Dot Washington State will evaluate the Washington State Executive Director, with recommendation and input from Green Dot National. The Executive Director will evaluate the School Leadership Team with input from the VP of National Expansion. The Board will evaluate the Executive Director according to a set of competencies. These competencies may include: achievement of annual performance goals, strategic planning, administration, financial management, board relations, relationship-building, communications and public relations, fundraising, leadership skills and interpersonal skills. Green Dot National will provide detailed recommendations regarding the success of the school and the school leader in accordance with the performance management frameworks described in the [Staffing Plans, Hiring, Management, and Evaluation Section](#). The Board can then decide how to incorporate these recommendations as they make the final decision regarding performance of the Executive Director.

Parents and other stakeholders will have a voice through School Advisory Councils and through the opportunity to comment at the open Board meetings that will be held by Green Dot Washington State. Additionally, the Board will have management share trends emerging in stakeholder data and listen as the Executive Director communicates high priority discussion items from the School Advisory Councils. A meeting calendar and agenda will be posted publicly.

3. The Green Dot Washington State Board of Directors will consist of business, non-profit, education and community leaders who are dedicated to preparing Green Dot Washington State students to be successful in college, leadership and life. Board members are selected for their proven dedication to Green Dot's mission. Board members also have skills in one or more of the following areas: teaching and learning, teacher effectiveness and assessment, governance, financial audits and budgeting, fundraising, marketing, real estate, public affairs and advocacy, technology, legal services and strategic management.

Current and prospective Board members include: Kimberly Mitchell, Andrew Buhayar, Marguerite Kondracke and Kaaren Andrews. Ms. Mitchell currently serves as a Founder and Consultant at Inquiry Partners, where she helps education organizations think through inquiry-based strategies and professional development to prepare teachers and students for the Common Core as well as promote deeper learning. She has worked at a variety of education nonprofits and local foundations, has extensive connections within Washington State and serves as Board Treasurer at another nonprofit. Mr. Buhayar is currently the Head of User Research and Data Analytics at Nordstrom People Lab. In this role, he is charged with enhancing Nordstrom's workplace and empowering employees to work to their potential. He brings strategic planning and analytical expertise as well as a multidisciplinary background. Mrs. Kondracke was most recently President and CEO of America's Promise Alliance. Ms. Andrews is the Principal of Interagency Academy. Together, this group brings together a diverse set of experiences that will ensure Green Dot Washington State is an academic, financial and operational success. Refer to **Attachment 14** for signed Board Member Information Sheets, resumes and professional biographies for each current and prospective member.

While Green Dot has a Founding Board in place currently, it will elect the following positions as it grows in

size: President / Chairperson, Secretary, Treasurer and Executive Director.

- **President / Chairperson of the Board:** He/she is the principal officer of the Board and serves as the liaison between the Board and the Executive Director. He/she will, when present, preside at all meetings of the Board of Directors. The President appoints the members of each standing or ad hoc committee of the Board and may serve on any standing or ad hoc committee of the Board.
- **Secretary:** He/she will keep the minutes of the proceedings of the Board of Directors, see that all notices are properly given in accordance with applicable law and maintain appropriate financial information pertaining to the Board.
- **Treasurer:** He/she will be responsible for all funds and securities of the school, receive and give receipts for monies due and payable, disburse the funds of the school in accordance with the directives of the Board of Directors and provide an account of financial information to the Board.
- **Executive Director:** He/she will serve as an ex-officio, non-voting member, report directly to the Board (as illustrated in **Attachment 13**), be responsible for the day-to-day operations of the school and provide regular reports to the Board regarding the performance of the school.

4. The Green Dot Washington State Board in place at the time of the application is a formal governing Board. Once Green Dot knows the status of its charter petition this spring, we will seek to add additional Board members.

5. Green Dot Public Schools has incorporated a new entity and developed a new governing Board for Green Dot Washington State. The existing Green Dot Public Schools Board will have the power to appoint and remove directors of Green Dot Washington State. In addition, the Boards of Directors of Green Dot Public Schools National, Green Dot Public Schools California and Green Dot Washington State will collaborate to share best practices and align on the strategic direction of the family of organizations. In addition, Green Dot Public Schools National will work with regions to sign licensing agreements outlining the Green Dot model and appropriate use of the Green Dot brand and shared services agreements outlining the specific services to be provided by Green Dot Public Schools National in exchange for a shared services fee. Green Dot will also provide input into the hiring and firing of Executive Directors and lead screening of Principal candidates.

6. After the planning year, the Board of Directors will discuss additions to Board membership annually at scheduled meetings. Candidates are typically referred by an existing board member. One of the Board's responsibilities is to grow Board membership and ensure that Green Dot has access to relevant expertise and resources. Once a candidate is nominated, the Board will review a nominee's professional background, community involvement and commitment to Green Dot Washington State's mission. Candidates will visit a Green Dot School (if possible) and meet with the Board Chair, one other Board Member and the Washington State Executive Director. During these meetings, the member has ample time to ask questions about Green Dot's school model, student life, financial situation and other areas as desired. Once new members join the board, they receive a copy of the Green Dot Washington State bylaws, information about compliance and disclosure requirements, a copy of our audited financials and budget, a strategic plan and a Board Roster so they can begin contributing from their first meeting onwards. To be confirmed, nominees have to receive a majority vote by the existing Green Dot Washington State Board of Directors.

The Board will meet once a quarter at a minimum. The Board may choose to appoint an Executive Committee that will meet with greater frequency and retain decision-making powers. Refer to **Question 2** in this section for the remaining committees that the Board may choose to appoint.

7. There are no existing relationships that could pose real or perceived conflicts if our application is approved. Green Dot currently complies with conflict of interest and disclosure requirements set forth by the California Fair Political Practices Commission and will comply with any required conflict of interest disclosure laws set forth in Washington State, including open meetings laws, public records laws and the Ethics in Public Service Act.

Members of the Green Dot Washington State Board of Directors, any administrators, managers or employees and any other committees of Green Dot shall comply with applicable federal and state laws, nonprofit integrity standards and the Washington State Charter School Commission’s charter school policies and regulations regarding ethics and conflicts of interest. Green Dot shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers, 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. The Green Dot Washington State Board of Directors will adhere to honest, ethical and lawful conduct in order to protect the reputation and integrity of the organization, and as outlined by the Code of Ethics. Board members are expected to exercise good judgment and the highest ethical standards in all activities on behalf of Green Dot as well as in private activities outside the organization. In instances where even the appearance of conflict exists, Board members must disclose the nature of the conflict to the Board Chairperson. The Chairperson, along with the remaining members of the Board, will then review the nature of the conflict and ascertain whether the activity in question is appropriate under Green Dot Washington State policies.

8. Green Dot Washington State will increase the capacity of the Board by strategically adding Board members with experience in each of these three areas: Strategic Experience (finance, public education, entrepreneurship, venture capitalist, replication and expansion, legal or real estate); Relationships (Washington State Charter School Commission, philanthropy, higher education, Olympia and Washington DC [federal policy advocacy]); Diversity (live in district, race/ethnicity, gender) and Sponsorship (ability to provide direct support).

In addition, all Board members will receive an orientation that covers Green Dot’s mission, vision and core values, the Green Dot model, important data points and accountability, the Green Dot Difference and requirements of Board service and compliance, including open meetings laws. On an annual basis, the Board will receive training on public/open meeting requirements. Throughout the year, the Board receives refresher presentations and updates on key aspects of the Green Dot portfolio – academic results, financial position, facilities, compliance submissions and health and safety policies. The Board Chairman and the Washington State Executive Director will meet on a monthly basis to discuss key areas where the Board would like to have additional information so they are best prepared to govern. These topics are addressed in future board meetings.

Training and Development	Timetable	Requirements for Participation
Orientation	When a Board member joins	All
Public Meetings	Annually	All
Elevator Pitch on Green Dot	Annually	All
Understanding Green Dot’s Financials	When a Board member joins	Finance Committee Members
Understanding Green Dot’s Assessment Plan and Results	When a Board member joins	Education Committee Members

Advisory Bodies

Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents/guardians, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Each Green Dot school in Washington State will have a **School Advisory Council** ("SAC") comprised of parents, teachers, classified staff, students, community representatives and school leaders to ensure fair representation of diverse thoughts and oversight of the school. The SAC's perspectives and expertise will be sought in solving school-wide issues and developing policies and recommendations. The SAC monitors the school's plan describing curricula, instructional strategies and instructional services for high-needs students and professional development for teachers. The SAC provides input into allocation of school stipends, the calendar for the academic year and the school budget. In addition, students will be encouraged to help design and assist in the administration of many school programs, including the disciplinary process, student recruiting and whole school meetings. The Principal of Green Dot Charter Middle School will elevate any critical issues raised by the SAC to the Executive Director so he/she can work with the Green Dot Washington State Board of Directors to address these concerns. SAC members will be notified of Green Dot Board Meetings so that they may attend directly if so motivated.

Grievance Process

Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Green Dot encourages community and parent participation and feedback on decisions impacting them and their students. Parents are encouraged to reach out to their Principal or the Washington State Executive Director to express any concerns or objections. Green Dot's philosophy is that concerns should ideally be resolved directly with the stakeholder with whom there is a concern. If the problem or conflict is unresolved, it is essential that the Principal be included in the process of resolving concerns so that the administrator can make decisions that are in the best interest of the school. For Green Dot's existing **conflict resolution policies** for students and parents/guardians at our California schools, [refer to here](#).

Student Grievance Process

If a student has a request, issue or grievance that he/she believes is not being addressed consistently with the philosophy of the school, its policies and procedures, he/she may enter into the grievance process so that issues are resolve constructively. The grievance process has a maximum of three steps, but resolution may be reached at any step in the process identified.

- **Step One:** The student presents his/her grievance or issue to the staff member with whom he/she has the conflict. The staff member should address the grievance, attempt to resolve it and give the student a decision within a reasonable amount of time.
- **Step Two:** If there is dissatisfaction with the decision or if is not within the scope of the person's responsibilities to respond, the student should approach the next appropriate supervisor (either a counselor or administrator). Following a review of the concern, the counselor or administrator will confer and determine a response to the issue raised. The response is submitted in writing to the student with the explained decision.
- **Step Three:** If the response given by the counselor or administrator seems unreasonable to the student, he/she should then submit a written request for a meeting with the Principal. Following a

review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the appeal letter, information collected during the investigation and information clarified during the meeting, a decision will be communicated in writing to all involved parties.

Parent and Guardian Grievance Process

If a parent has a request, issue or grievance that he/she believes is not being addressed consistent with the philosophy of the school, its policies and procedures, he/she may enter into the grievance process so that issues are resolved constructively.

- **Step One:** The parent/guardian presents the issue to the staff member with whom he/she has the conflict. The staff member should address the grievance, attempt to resolve it and give the parent/guardian a decision within a reasonable amount of time.
- **Step Two:** If the response given by the staff member seems unreasonable to the parent/guardian, he/she should then request a meeting with the Principal. Following a review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the appeal letter, information collected during the investigation and information clarified during the meeting, a decision will be communicated in writing to all involved parties.
- **Step Three:** If the response given by the Principal seems unreasonable, he/she should then submit request a meeting with the Washington State Executive Director, who oversees the school. Following a review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the appeal letter, information collected during the investigation and information clarified during the meeting, a decision will be communicated in writing to all involved parties.

Green Dot Charter Middle School will also adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX or Section 504. Green Dot Charter Middle School will implement specific and continuing steps to notify current and prospective employees, parents and students, referral sources for current and prospective employees and all unions or professional organizations holding collective bargaining or professional agreements with the recipient that it does not discriminate on the basis of gender or mental or physical disability in the educational program or activity which it operates, and that it is required, by Title IX and Section 504 not to discriminate in such a manner.

District Partnerships

Explain any proposed partnership agreement between the charter school and the school district or Education Service District (ESD) where the school is proposed to be located. Include the terms of that agreement.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

If approved, over the next two years, Green Dot Washington State will work with Tacoma Public Schools to further define specific avenues of collaboration. Green Dot holds Tacoma Public Schools in high regards for its leadership and focus on innovation – through the Innovation Schools and through participating in the collaborative collective action teams organized by the Foundation for Tacoma Students. Collaboration could be operational in nature – in terms of contracting for food service, transportation or special education services – or focused on best practice sharing and opportunities for collaboration. Green Dot met with Deputy Superintendent Josh Garcia in October 2013 to begin these conversations. In addition, Green Dot has a leadership development program for school administrators. [Refer to the Existing Operators Section.](#)

[Question 1 for details on this program.](#) In the past, we've explored collaboration with other school districts. Green Dot could potentially partner with interested Washington State districts to train leaders as part of the California leadership development program. Lastly, Green Dot would also be interested in partnering with districts to identify if there are any available/underutilized facilities for future schools.

Education Service Providers (ESP) and Other Partnerships

Describe any other proposed partnerships or contractual relationships that will be central to the school's operations or mission.

If the school intends to contract with an ESP for the management of the school or substantial educational services, address the following:

1. Provide evidence of the non-profit ESP's success in serving student populations that are similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable.
2. As **Attachment 16** provide a term sheet that includes:
 - a. Proposed duration of the service contract;
 - b. Roles and responsibilities of the governing board, school staff, and ESP;
 - c. Scope of services and resources to be provided by the ESP;
 - d. Performance evaluations measures and timelines;
 - e. Compensations structure, including clear identification of all fees to be paid to the ESP;
 - f. Methods of contract oversight and enforcement;
 - g. Investment disclosure; and
 - h. Conditions for renewal and termination of the contract
3. Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Green Dot Washington State will not use an education service provider and will be directly managed by the Board and management of Green Dot Washington State. It will contract for academic, financial and operational support from Green Dot Public Schools. However, employees within the Green Dot Washington State Regional Office will be empowered to manage regional operations. There are no existing or potential conflicts of interest between the charter school board and any affiliated business entities.

Staffing

Staff Structure

1. Provide, as **Attachment 17**, a complete staffing chart for the school. Use the template provided by the Commission to prepare your response. The staffing chart and accompanying notes or roster should identify the following:
 - a. Year 1 positions, as well as positions to be added during the first charter term;
 - b. Administrative, instructional, and non-instructional personnel;
 - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - d. Operational and support staff.
2. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed, including plans for performance management. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1-2. The Washington State Executive Director will oversee the academic performance and operations of Green Dot Charter Middle School, including the development and evaluation of the school's administrative team. At the school level, the Principal is responsible for the day-to-day school operations. The Executive Director provides coaching on a bi-weekly basis for the Principal and Assistant Principals, ongoing

professional development and informal performance management. In addition, there will be oversight from Green Dot Public Schools National. The School Leadership Team is responsible for school target setting, making the necessary accommodations to achieve the schools' goals and gathering feedback from all stakeholders to identify areas of improvement. Refer to **Attachment 17** for a complete staffing chart for the school and to [Green Dot's Division of Responsibilities Table](#) for how roles and responsibilities will be split between Green Dot Public Schools National, the Regional team and the School Leadership Team.

Green Dot also has robust performance management frameworks in place for its certificated teachers, classified staff and central office employees:

- **Certificated Teachers:** [Refer to the below Staffing Plans, Hiring, Management, and Evaluation Section for details on how teachers will be supported, developed and evaluation each school year.](#)
- **Classified Staff:** Classified staff receive evaluations in multiple ways.
 - Progress towards performance metrics set by them and their administrator
 - Overall strengths and opportunities for development
 - Evaluation against a rubric and competencies: Commitment to Green Dot's Mission, Responsiveness, Competencies and Expertise, Developing Relationships within School and Department, Across the Organization and with External Stakeholders, Process Improvement, Professional Development and Growth, Communication Skills and Time Management
- **Central Office Staff:** Central office staff receive evaluations from multiple perspectives (supervisors, peers and self) against competencies laid out in a performance standards rubric.

Green Dot strives to maintain a student-to-teacher ratio of approximately 20:1 in its schools. Depending on the specific needs of the student body, additional specialists may be added to support students. The total student-to-adult ratio will be approximately 12:1.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.
2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state accountability plan. Explain other key selection criteria and any special considerations relevant to your school design.
4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as **Attachment 18**, any leadership evaluation tool(s) that you have identified or developed already.
6. Explain how teachers will be supported, developed, and evaluated each school year in accordance with the state accountability plan. Provide, as **Attachment 19**, any teacher evaluation tool(s) that already exist for the school, or state if the school intends to follow the state teacher evaluation plan.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot Washington State's certificated and classified employees will be eligible to organize and undertake collective bargaining. Green Dot believes strongly in the concept of teacher voice and would like

to see an alternative approach to the traditional discussion between charters and union leaders. Administrators and Regional Office staff will be at will.

2. The proposed salary ranges and employment benefits are as follows:

	Salary / Wages	Benefits**	Incentives***
Principal	\$100,000-\$120,000	Standard GD Benefits	Eligible for performance based compensation of \$7,500
Assistant Principal	\$80,000 - \$99,000	Standard GD Benefits	Eligible for performance based compensation of \$4,750
Psychologist	\$65,000-\$80,000	Standard GD Benefits	
Teacher – ELA	\$50,000-\$55,000	Standard GD Benefits	Eligible for performance-based compensation of \$2,000
Teacher – Math	\$50,000-\$55,000	Standard GD Benefits	
Teacher – Science	\$50,000-\$55,000	Standard GD Benefits	
Teacher – History	\$50,000-\$55,000	Standard GD Benefits	
Teacher – Elective	\$50,000-\$55,000	Standard GD Benefits	
Teacher – SPED	\$50,000-\$55,000	Standard GD Benefits	
Counselor	\$50,000-\$55,000	Standard GD Benefits	
Behavioral Specialist	\$50,000	Standard GD Benefits	
Athletic Director/After School Coordinator	\$35,000	Standard GD Benefits	
Office Manager	\$50,000	Standard GD Benefits	
SPED Aide	\$23,370	Standard GD Benefits	
Campus Aide	\$24,600	Standard GD Benefits	
Office Assistant - Full Time	\$29,520	Standard GD Benefits	
Parent Coordinator	\$32,800	Standard GD Benefits	
Security	\$36,080	Standard GD Benefits	

** Standard Green Dot benefits are available to all full-time employees (30 hours/week or more): full medical, dental, vision, life and disability insurance, FICA, workers' compensation, retirement savings plans and unemployment insurance. Green Dot is awaiting the results of the IRS ruling on whether or not charter schools are eligible to, mandated or ineligible to participate in the public retirement system in Washington State.

*** Principals, Assistant Principals and teachers are eligible for performance-based bonuses; teacher bonuses are currently paid through Green Dot's Teacher Incentive Fund grant.

Green Dot's strategies for retaining high-performing teachers stem from alignment around multiple human capital policies. Green Dot has a thoughtful multi-stage, human capital selection process which ensures fit between the candidate and their school site. Green Dot seeks teachers with a growth mindset and also provides coaching and supports to help teachers develop. Longer-term, Green Dot teachers have access to leadership opportunities, enabling them to remain in the classroom while advancing their career. Green Dot's teacher retention rate was 82% for the 2012-2013 school year.

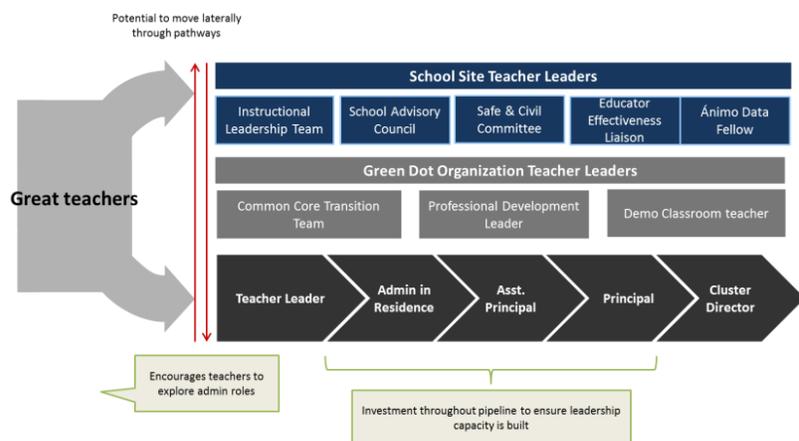
Incentives and Reward Structures

Green Dot's current plans include a compensation system with a performance bonus. Green Dot won a Teacher Incentive Fund Cohort 4 Award, which is furthering our work on evaluating, supporting and developing effective educators. To recognize and reward great teaching, Green Dot has begun offering bonuses to high performing teachers. Depending on funding rates and the ability to develop an evaluation system that teachers trust as Green Dot transitions to the Common Core, Green Dot Washington State would seek to build a similar performance-based system.

An additional critical incentive structure for teacher retention is providing teachers with a voice in decision-making around policies and programs that impact them and their schools. There are structures for eliciting input within the region and at each school. These include the School Advisory Council, the Safe and Civil team, the Instructional Leadership Team ("ILT"). [Refer to the Governing Board Section for details on the School Advisory Council.](#) The Safe and Civil team develops school policies around Code of Conduct and culture. The Instructional Leadership Team is comprised of the heads of each department. The ILT analyzes data to inform school-wide professional development, plans school-wide collaboration opportunities and develops plans to work with departments around key instructional decisions.

Career Ladder Opportunities

Green Dot has also developed a meaningful career ladder to allow proven teachers a path for growth and greater responsibility. After teachers have mastered classroom instruction and reach "Highly Effective," they can step into Teacher Leadership roles. Once Green Dot Washington State grows in size, many of these teacher leadership opportunities will be made available to teachers.



School Site Teacher Leaders

- Instructional Leadership Team: Provides input into school instructional model
- School Advisory Council: Provides input into school budget and tracks progress towards goals
- Safe and Civil Committee: Provides input into school policies around Code of Conduct and culture
- Educator Effectiveness Site Liaison: Disseminates information and promotes healthy dialogue around Green Dot's Educator Effectiveness work on their school campuses
- Ánimo Data Fellow: Develops and implements data systems and data-driven deliverables that provide teachers with timely, actionable data to improve student outcomes

Green Dot Organization Teacher Leaders

- Common Core Transition Team: Teacher team focused on supporting Green Dot's transition to Common Core; team provides input into professional development, curriculum development and technology requirements to successfully execute this shift
- Professional Development Leaders: Lead professional development for their department focused on instructional practices, the College-Ready Teaching Framework and Common Core.
- Demo Classroom Teacher: Highly effective teachers who open their classrooms to cohorts of

teachers to provide them the opportunity to learn. (After the observation, the cohort of teachers debrief with a facilitator, other guest teachers and the Demo Classroom Teacher. Demo Classrooms provide job-embedded professional development and help our organization build a more robust coaching model.)

In addition, Green Dot hosted its first Golden Dot Awards ceremony last year to formally recognize and celebrate staff members and administrators across the organization who exemplified Green Dot's core values. Lastly, Green Dot realizes that opportunities for collaboration with peer teachers (across subject areas and grade levels) are a critical aspect of retention. As Green Dot Washington State grows, we will provide regular opportunities for teachers to convene for professional development and build networks across schools. We are also exploring how we can create communities of practice across regions so teachers in California, Tennessee and Washington can learn from each other directly or virtually.

3. Green Dot conducts extensive recruitment and a multi-step selection process to find the strongest possible school leaders and teachers for our students.

Teacher Recruitment Strategy:

Green Dot Charter Middle School will hire a diverse faculty comprised of the best teachers available. We will achieve this goal by continuing our rigorous national recruitment process to hire highly effective teachers who are mission-aligned. Green Dot specifically looks for candidates who demonstrate an *unwavering belief* in the potential of all students, are passionate about improving public education and have a growth and development mindset.

We plan to contact top graduate and education programs in the country and publicize our Washington State schools to experienced teachers. We will focus recruiting efforts on and begin collaborations with local universities and colleges, including University of Washington, Washington State University and Seattle University. We anticipate advertising nationally and locally and will post online. We will also work with Teach for America to access their corps members and alumni in the region as well as explore partnerships with organizations like the New Teacher Project, which is exploring building a program in Washington. We also plan to have a presence at local job fairs and distribute flyers and brochures at local community hubs.

Green Dot will develop its recruiting strategy and make key hires to support teacher recruiting for our Founding School in fall 2014. The Green Dot Home Office Human Capital team will develop the initial recruiting strategy for Washington State schools and dedicate a Recruiter to support the implementation of this strategy. The Washington State Executive Director will hire a Manager of Human Capital & Human Resources to provide on-the-ground support and build relationships with local partners and organizations in Year 2 and beyond.

Teacher Hiring and Selection:

Green Dot's teacher interview process includes six steps with the **Principal** being responsible for making the final hiring decision. The first four steps (and the final step of reference checks) will likely be conducted by Green Dot's Home Office Human Capital Team and Step 5 would occur within Washington State.

- 1) **Online Application:** The application includes a resume, cover letter and credential check.
- 2) **Phone Screen:** Green Dot will ask three questions to assess cultural fit and "grit" or ability to teach in an urban setting. This stage helps Green Dot assess whether the candidate fits the Green Dot culture, shows perseverance and passion and is reflective.
- 3) **Lesson Plan:** Candidates that pass the phone screen are asked to submit a lesson plan two days

prior to the interview day. Through the lesson plan submission, Green Dot assesses the candidate's ability and depth in designing lesson plans that contain specific strategies to engage students.

- 4) **Interview Day:** The interview day consists of candidates responding to three writing prompts, participation in a Socratic seminar and a feedback session on the candidate's submitted lesson plan. The Socratic discussion helps Green Dot assess if the candidate fits Green Dot culture, has a similar definition of social justice (i.e., high expectations for all brings equity in education) and possesses a passion for the work. The lesson plan review demonstrates how the candidate responds to feedback.
- 5) **School Interview:** Finalists are asked to complete an in-person interview with the school site recruitment team (comprised of the Principal, Assistant Principal(s), Teachers and Students).
 - **Demo Lesson:** Candidates are asked to conduct a 20-minute lesson demonstration on an assigned topic and submit a full lesson plan to be reviewed. The candidate is evaluated on mastery of content knowledge, classroom management skills, flexibility and reactions to real-life scenarios.
 - **Reflection and Feedback Session:** The candidate is asked to complete a writing assignment assessing his/her performance in the demonstration lesson and reflecting on the strengths of the lesson and areas for improvement. The candidate then returns to the hiring panel to share his/her reflections and receive feedback. This exercise demonstrates the ability to be a reflective practitioner, receive constructive feedback and improve his/her practice.
- 6) **Reference and Background Checks:** Reference and background checks are conducted for finalists.

4. Green Dot aims for all hiring processes for school personnel to be multi-step (with a resume screen and a performance task related to the role that will be filled), reflective and to assess the candidate's fit with the organization's mission and vision. Refer to **Question 3** in this section for details on Green Dot's teacher hiring process. [Refer to the Educational Program Design and Capacity Section, Question 4 for details on Green Dot's administrators' hiring process.](#)

Hiring Roles and Responsibilities

The Principal will be supported by the Home Office Human Capital Team and the Regional Manager of Human Capital and Human Resources (in Year 2 and beyond) to recruit and hire the school staff positions. Beyond the Executive Director and Principal, the Assistant Principal will also serve as a school site leader and play a role in hiring. The Executive Director will be supported by the Regional Manager of Human Capital and Human Resources (in Year 2 and beyond) and Green Dot's Home Office Human Capital Team for Regional Office hiring.

Procedure for Adequate Background Checks:

Green Dot Charter Middle School shall comply with the provisions and procedures of Education Code, including the requirement that, as a condition of employment, each new employee must submit a set of fingerprints for the purpose of obtaining a criminal record summary. No employee shall be permitted to commence work at Green Dot Washington State until clearance has been obtained. All faculty and staff will undergo a criminal background check and fingerprinting to be conducted by the local police department or an outside vendor (likely a private firm with national search capabilities) as well as a child abuse registry check. Applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization and will be required to follow all mandated child abuse reporting laws.

Dismissal

Green Dot Public Schools will initially offer certificated teaching staff and classified employment with a two-year probationary period. Thereafter, employment shall continue on a just cause basis such that an

employee may only be terminated for cause, as defined by applicable state law of policy of the school. Further, consistent with applicable law, employees of the charter school may form and join employee associations, after which, all changes to negotiable terms and conditions of employment shall be subject to the collective bargaining process. All other employees will be at will.

5. Green Dot believes strong school leaders are critical to fostering the right environment for a high-performing school. We place extensive focus on supporting, developing and evaluating school leaders. [Refer to the Existing Operators Section, Question 1 for details on the robust professional supports that will be available for the school leaders at Green Dot Charter Middle School.](#) Green Dot Charter Middle School's Principal will be evaluated on a 50/50 model – comprised of 50% Leadership Performance and 50% School-wide Student Achievement. Leadership Performance will be assessed in two ways: 1) assessment against a set of leadership standards performed by the Executive Director (35%) and 2) stakeholder feedback from students, families, certificated and classified staff (15%). School-wide student achievement comprises the other 50%. Of this, student growth based on the Common Core assessments could be 40% and achievement on the state accountability index will be the remaining 10% (to be finalized once Green Dot has experience with the new assessments). Refer to **Attachment 18** for Green Dot's Draft School Leader Framework and Evaluation Rubric.

6. Over the past four years, Green Dot has worked to build an extensive teacher support and development system. This has fostered growth in teacher's professional practice.

Teacher Evaluation

As part of **The College-Ready Promise**, a unique initiative funded by the Bill & Melinda Gates Foundation, Green Dot has partnered with three other high-performing charter management organizations in California to collaborate on improving teacher effectiveness and college-readiness. Through this work, Green Dot has built and implemented a Teacher Development Framework and Evaluation system. The goals of the **Teacher Development Framework and Evaluation** system are to:

- Set clear expectations for teachers by using a research-based rubric for effective teaching
- Develop effective teachers through timely, targeted support and professional development
- Determine effectiveness through transparent multidimensional measures
- Invest in effective school-site instructional leadership focused on teacher effectiveness
- Recognize and reward effective teaching

At the heart of the Teacher Development and Evaluation System is the **College-Ready Teaching Framework ("CRTF")** – a rubric that defines the core competencies expected of all Green Dot teachers. The CRTF is comprised of five domains that align with Green Dot's core values: 1) Data Driven Planning and Assessing Student Learning, 2) The Classroom Learning Environment, 3) Instruction, 4) Developing Professional Practice, and 5) Developing Partnerships with Family and Community. The five Domains are divided into 19 standards and further refined by 45 performance indicators. Refer to **Attachment 19** for details on the College-Ready Teaching Framework.

Teacher performance is rated from Level I (Does Not Meet Standard) to Level IV (Exemplifies Standard).

Level I – Does Not Meet Standard	Level II – Partially Meets Standard	Level III – Meets Standard	Level IV – Exemplifies Standard
<i>The Teacher fails to effectively demonstrate the indicator and student learning is negatively impacted.</i>	<i>The Teacher is inconsistent or only partially successful in demonstrating the indicator; student learning is not maximized.</i>	<i>The Teacher is consistent in demonstrating the indicator; student learning is improved.</i>	<i>The Teacher is consistent in demonstrating the indicator and has created a classroom where students share in this responsibility.</i>

The Teacher Evaluation System uses **multiple measures** to determine a teacher’s effectiveness. These measures are directly tied to the five domains of the CRTF and include:

- **Classroom Observations:** Four informal and two formal observations per year by certified administrators. In addition, teachers are observed informally by Instructional Coaches. All evaluators go through a certification process to ensure inter-rater reliability.
- **Student Growth:** Student growth percentiles at the classroom and school-level.
- **Stakeholder Feedback:** Student, family and 360 (peer) surveys.
- **Compliance:** Measures the degree to which SPED teachers have met compliance timelines, maintained records, collaborated with (IEP) teams and communicated with service providers.

All of the measures described above determine a teacher’s effectiveness rating. However, Green Dot realizes that all measures should not be weighted the same for all teachers and has developed different weightings for three groups of teachers: Non-tested, Tested and Special Education. Refer to **Attachment 19** for additional details on Green Dot’s Teacher Evaluation Tools.

Teacher Professional Development

Green Dot is building a Professional Development (“PD”) program aligned to its evaluation systems and career pathways established for teachers. For Green Dot, the most effective teacher supports are individualized, aligned to teacher performance (per the evaluation), job-embedded and frequent. One of the biggest priorities of the Teacher Development and Evaluation System is to ensure that teachers receive appropriate, differentiated support that is tied to real, reliable and robust evaluations of performance and need. In *BloomBoard*, Green Dot’s evaluation tracking system and professional development portal, teachers receive a private, personalized dashboard through which they can communicate with administrators about observations, record and manage personal growth goals and find tailored support and solutions for meeting those goals via *BloomBoard*’s online PD resources.

To accomplish Green Dot’s goal of having a highly effective teacher in every classroom, all teachers complete a Professional Growth Proposal (“PGP”) during the first 30 days of each school year. Each teacher works with an administrator to decide how he/she hopes to advance his/her practice, sets personal goals and develops a plan to meet those goals. At the conclusion of the first and second semesters, teachers meet with administrators to analyze their progress and discuss strengths and areas of growth.

Teacher Supports

Teacher supports in Washington State will take four forms:

- **Coaching from Regional Instructional Coaches:** At scale, Green Dot Washington State will have four coaches (one for each core content area) at the Regional Office who will observe and coach teachers to support their growth and development. For Year 1, we plan to hire one

coach focused on math and literacy

- **Coaching and Support from their Administrative Team:** Principals perform multiple informal observations of teachers over the course of the school year. These observations are focused on providing growth and development feedback.
- **Offline Supports:** Green Dot has Teacher Effectiveness Support Specialists who are building offline tools to help teachers, including videos of highly effective practice, guidance on how to grow on a specific indicator and common pitfalls and misperceptions in teaching. These tools would be available to Green Dot Washington State teachers via our knowledge-sharing platform *Connect*.
- **Teacher Leadership Roles:** These roles and the corresponding supports will be built out fully once the Washington State region achieves sufficient scale.

Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person, position, or organization responsible for professional development.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Within Green Dot, multiple roles and responsibilities support professional development. Professional development for administrators will be led by the Washington State Executive Director and the VP of National Expansion. In addition, the Green Dot Educator Effectiveness team will provide coaching and supports to administrators in implementing the College-Ready Teaching Framework. Teachers will receive professional development from the Instructional Coaches at Green Dot Washington State, the Educator Effectiveness Team and weekly professional development from their Principal (the instructional leader within their school). Additionally, new teachers will receive coaching and support from Green Dot's New Teacher Development Team. New teachers receive specialized workshops that cover topics that first-year teachers have previously struggled with such as: classroom management, using data to improve instruction and best practices in lesson planning.

- **Instructional Coaches / Curriculum Specialists:** At scale, Green Dot Washington State will have four instructional coaches. Math, English language arts, science, and social studies coaches will conduct frequent observations of teachers and use this data to determine how to help teachers improve their instruction. In addition, they will provide direct services to teachers in the form of data analysis, lesson planning support and coaching debriefs. Coaches split their time as curriculum specialists and support curriculum development and professional development.
- **Teacher Effectiveness Support Specialists:** Teacher Effectiveness Support Specialists build out resources and trainings needed to help teachers become highly effective. They are responsible for

aligning the teacher supports across the organization (e.g., drive College-Ready Teaching Framework-based professional development, prepare Green Dot teachers for Common Core).

- **College-Ready Teaching Framework (CRTF) Implementation Coordinator:** The CRTF Coordinator ensures that Principals and Assistant Principals know how to use the CRTF and are properly trained in helping teachers succeed on the CRTF. The Coordinator works with Principals to develop inter-rater reliability, refines the appeal process for teacher evaluations and supports administrators in debriefs with teachers using the CRTF.

Classified staff will also receive coaching and professional development from the Regional Manager of Finance and Business Affairs as well as from their school administrative team.

2. The core components of professional development at Green Dot are effective teaching and data-driven instruction. This professional development is primarily developed internally, though Green Dot collaborates with other charter management organizations to ensure our PD is best-in-class and instructionally sound. Green Dot provide teachers with access to PD on the specific areas of practice in which they need to grow, enabling teachers to access supports on the indicators within the Framework that are their focus. Green Dot's New Teacher Development Team leads a five-day induction program for new teachers each year prior to the school opening. This PD focuses on helping teachers prepare to deliver challenging aspects of the curriculum.

New Teacher Induction Program - Sample Schedule:

- **Day 1: Welcome and Onboarding:** Welcome from VP of National Expansion; laptop distribution and systems training; teacher effectiveness and teacher supports; College-Ready Teaching Framework (CRTF) domain overview; key human capital policies and definition of social justice
- **Day 2: School Site Orientation – Introductions, Policies and School Culture:** Introductions to selected staff (office, ILT, admin); daily operations (keys, copying, parking); school policies and procedures (discipline, academic); school culture (guidelines for success, history, mascot)
- **Day 3: Planning and Preparation:** Writing standards-based three-part objectives (CRTF 1.1 A/B); writing a cognitively engaging Day 1 lesson (CRTF 3.2A and B) including the following structures: Objective, Do Now, Direct Instruction, Guided Practice, Independent Practice, Proving Behavior; getting and giving feedback to peers
- **Day 4: Clear Expectations and Classroom Management:** Practice Green Dot signature strategies from *Teach Like a Champion* (CRTF 3.2A and B) and classroom management techniques from *Safe & Civil*; develop a classroom management plan (CRTF 2.4A)
- **Day 5: Strong Relationships and Strong Presence:** Apply five techniques (threshold, emotional constancy, warm / strict or nice and direct, positive framing and the joy factor) for building positive, professional, secure relationships with students (CRTF 2.3A); demonstrate five key elements of Strong Voice during role play exercises (CRTF 2.3A, CRTF 2.2B)

4. The expected number of days for professional development will at minimum be 10 days of full professional development (seven prior to school starting and three during the year), quarterly half days of professional development and weekly school professional development of 90 minutes. New Teachers receive an additional 5 days of professional development. The three days within the year will be a version of "All Green Dot Days", a time for common planning and collaboration within subject teams. As Green Dot focuses its professional development on individual teachers, it also builds opportunities linked to evaluation data for collective impact at the school level, such as:

- **Collaboration Days:** Collaboration Days for the first Washington State schools will likely be held in conjunction with Green Dot California schools. Teacher Leader Facilitators from Green Dot California use content area teacher evaluation data to identify content area needs and build relevant PD that addresses those needs.
- **Weekly School-wide Professional Development Activities:** Principals use individual teacher evaluation data to design professional development for use at the school level for 90 minutes weekly.
- **Summer Professional Development:** Summer PD is provided for the entire faculty and focuses on:
 - Reviewing Data from the Previous Year: Reviewing school, department and individual data
 - Curriculum and Professional Development: Reviewing the school’s strategic plan, alignment to school-wide focus and setting lesson plans
 - School Business: Choosing department chairs and reviewing Student-Teacher Handbook
 - Teacher-Administrator Meetings: One-on-one meetings with principals and teachers
 - Planning: Lesson planning, preparing syllabi and setting department goals
- **Observation Release Day:** Once a semester, teachers receive a full-day release to observe successful teachers at other schools. This can only occur once Green Dot has a cluster of schools.
- **Annual Training/Retreat:** An annual five-to-seven day retreat for school staff to plan for the year and receive professional development.
- **Mid-Year Retreat:** A half-day to two-day retreat for school staff to evaluate progress, reflect and adjust the school’s plan for the final semester.

Performance Management

The Commission will evaluate the performance of every charter school and transformation partner annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board’s fiduciary obligations related to sound governance.

Applicants may propose to supplement the Commission’s performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
3. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school’s curriculum, performance goals, and state standards.
4. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
5. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
6. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot Washington State has set the below mission-specific educational goals and targets:

Domain	Metric	Target
Student Achievement & Growth	% of students demonstrating targeted growth on Scholastic Reading Inventory (SRI)	75% growing 40 points or more per semester
	% of students proficient or greater on 4 unit math assessments	50% proficient or above
	% of students with an Student Growth Percentile of 60 or above	50%
School Culture	% of Certificated staff recommending Green Dot as an employer	85%
	% of Classified staff recommending Green Dot as an employer	90%
	% of Parents completing volunteer hours	80%
	% of students suspended in current year vs. previous year	Decrease of 10% each year
	Classified Survey: At my school, plans, policies, & decisions made at the school demonstrate a focus on mission.	3.4 out of 4.0
	Classified Survey: My school is preparing students for college.	3.4 out of 4.0
	Classified Survey: Overall score	3.4 out of 4.0
	Family Survey: % recommending their student's school to a friend	85%
	Family Survey: Teachers at this school have helped me to help my student get ready for their next step in their education.	3.4 out of 4.0
	Family Survey: Teachers at this school have helped my student set high academic goals.	3.4 out of 4.0
	Student Survey Average: My school is preparing me for college.	3.4 out of 4.0
	Student Survey: % recommending their school to a friend	80%
	Student Survey: I feel safe at this school.	3.2 out of 4.0
	Student Survey: My school is preparing me for my future.	3.4 out of 4.0
	Student Survey: Overall Average	3.2 out of 4.0
	Teacher Observation: Overall Average	3.0 out of 4.0
	Teacher/Counselor Survey: At my school, plans, policies, & decisions made at the school demonstrate a focus on mission.	3.2 out of 4.0
Teacher/Counselor Survey: My school is preparing students for college.	3.2 out of 4.0	
Teacher/Counselor Survey: Overall score	3.2 out of 4.0	
Program Success	% Tardies	3% or fewer
	Average Daily Attendance	94% or greater
	D & F Grade Data	15% Ds & F's or less
	Retention Rates	90%
	SPED IEP Compliance	98%

2. Green Dot Washington State has set mission-specific organizational goals and targets:

Financial Goals:

- Green Dot Washington State will maintain organizational strength by demonstrating fiduciary and financial responsibility. External, annual audit reports will demonstrate that Green Dot Washington State exceeds professional accounting standards.
- Budgets for each year will demonstrate effective allocation of financial resources to ensure effective delivery of the school's mission.
- The Finance Committee of the Board of Directors will review this budget quarterly.
- Green Dot Washington State will be fully enrolled and demonstrate high levels of daily attendance and cohort retention.

Governance Goals:

- The Board of Directors will conduct a formal annual review to measure the effectiveness of the region's leadership using one formal evaluation per year.
- The Board of Directors will conduct an annual self-evaluation to assess strengths and weaknesses of the Board.
- The Board of Directors will review the bylaws annually and update as necessary.

Operational Goals:

- Based on results of the Administrator Survey, we will evaluate a series of prompts (sample below):
 - Assistance in dealing with employee relations issues (employee discipline) meets my expectations.
 - The quality of teacher candidates meets my expectations.
 - Processing of new employees meets my expectations.
 - Our school consistently has reliable internet access.
 - I receive timely and accurate financial information on a monthly basis.
 - The janitorial staff at our school keeps the school clean and is responsive to our needs.
 - The Regional Office supports me in running an effective food service program.
 - The services I receive from my security vendor meet my expectations.

Overall Goals:

- Green Dot's vision is widely shared by all members of our school community.
- The Green Dot Home Office team is more effective than a school district's Central Office.
- The Green Dot Home Office establishes and clearly communicates the expectations and goals for the organization.
- The Green Dot Home Office builds a culture that promotes ethical practices, integrity and a positive work climate.
- The Green Dot Home Office consistently responds to campus requests in a timely and appropriate manner.

3. The primary interim assessments Green Dot will use are Read 180, internal writing assessments, the WELPA, Carnegie Math, NWEA for science and other interim assessments as developed over time. The organization is currently revisiting its assessment practices in preparation for the Common Core. All assessments will be aligned to the Common Core State Standards (and the Next Generation Science Standards, if adopted). English language arts and math will be aligned to the Common Core State Standards and science and history will be aligned to the Washington State Standards.

4. Green Dot Charter Middle School will use various formative assessments as well as the Common Core Assessments to help identify strengths and weaknesses at a student, classroom, grade and school level. The school will collect and analyze data on student achievement on a regular basis and will provide student achievement data to staff, parents and the Commission.

- **Individual Student Performance:** Staff will receive data on student achievement during staff meetings and will use this data to monitor and improve their practices. If a student is performing below proficiency on interim assessments and benchmarks, the classroom teacher would identify and implement the appropriate interventions. If a classroom's performance is falling short of academic expectations or goals, the Principal and Regional Instructional Coaches would work with the teacher to implement strategies for performance improvement such as attending in-house workshops on issues such as behavior management and data analysis, using peer collaboration on

lesson planning and delivery and utilizing a video library of best classroom practices.

- **Student Cohorts and School-Wide Performance:** On a bi-weekly basis, the Executive Director will provide coaching to each Principal and Assistant Principal. Through this approach, the Executive Director will be able to consistently monitor the performance of each school and the region. Every summer, each school will have a staff retreat to analyze data and develop school-wide plans for professional development. The Green Dot National Management Team and the Executive Director will meet quarterly to review regional and network-wide data, identify issues and determine action plans.

As further described below, there will also be support provided through the multi-step oversight process implemented by Green Dot National including a “Hot Schools” Analysis, Program Reviews and Site Visits.

Hot Schools:

The Educator Effectiveness Committee and the Executive Director in collaboration with the VP of National Expansion will conduct a performance analysis twice a year for Washington State schools that assesses 1) student achievement, 2) school culture and 3) school model. Refer below for detailed metrics in these categories.

Indicator # 1 – School Achievement

- Did the school meet its Common Core assessments targets?

Indicator #2 – Eight Vital Signs of School Culture

- Mission Effectiveness: Does the staff feel like the school is successfully achieving its mission to prepare students for college, leadership and life?
- Effective Leadership: Does the staff rate administrator(s) favorably on leadership skills?
- Structures for Community Engagement: Does the school provide effective structures to ensure that staff, parents and students own school success?
- Staff Stability: Is a large portion of the staff new to Green Dot? Have there been a large number of conflicts escalated to the Executive Director because they could not be resolved in other ways?
- Effective Faculty: Are the teachers and counselors successfully executing their duties?
- Affiliation with Green Dot: Does the staff support the larger Green Dot mission? Do they participate in organization-wide initiatives?
- Stakeholder Satisfaction: Do parents and students feel that the school is effectively preparing them for college, leadership and life?
- Student Safety & Engagement: Do students understand the importance of school? Is the school a safe place to learn?

Indicator #3 – School Model / Program Implementation

- Fidelity: How well do the school leaders/teachers implement the Green Dot curricular model?
- Will: Does the school possess the desire to implement the Green Dot curricular model?

Schools that are not achieving success on any of these indicators are identified as “Hot Schools”. Green Dot National and the Executive Director would work with Hot Schools to create a customized plan for performance improvement. For instance, a school identified as “Hot” on School Achievement may receive additional coaching resources to support teaching effectiveness or the Executive Director may meet with the Principal more frequently to focus on implementing Green Dot’s intervention pathways in literacy, math and special education. Hot Schools may also receive additional data and reporting to aid in data-driven

decision-making. On a quarterly basis, the VP of National Expansion and Washington State Executive Director would review a Hot School's data and spend time identifying ways to support each school according to its individual needs.

Program Review

Program Review occurs once a year and is a comprehensive review of a school's strategic plan. During Program Review, there is an analysis of each area of the Green Dot model (college-going culture, master schedule that meets the needs of students, quality teaching and instruction and data-driven instruction). At this time, the Program Review team (Chief Academic Officer of Green Dot Public Schools, VP of Education of Green Dot Public Schools, VP of National Expansion, Washington State Executive Director and the school-site administrators), reviews explicit objectives aligned to each aspect of the model and data that confirms or denies if the school has met that objective. This data includes student stakeholder feedback, discipline data, teacher evaluation data and student achievement data. Analysis of these data pieces is used to inform the school's plans around student leadership opportunities, Advisory, the School Advisory Council, teacher leadership opportunities and the school PD plan.

Site Visits

Lastly, the Green Dot National Educator Effectiveness Committee will develop a process for site visits. These site visits will provide an opportunity to visit classrooms and schools and ensure that school sites represent the mission and values of Green Dot. During these visits, the Educator Effectiveness Committee will meet with a cross-section of stakeholders. In addition, data will be shared across all Green Dot schools. Green Dot will be able to quickly assess how data is being accessed and used and where interventions are required.

5.-6. Green Dot's knowledge-sharing platform *Connect* enables educators to access all of Green Dot schools' various data systems, including *PowerSchool* (student information), *DataDirector* (assessment results) and *BloomBoard* (calibrated professional development resources). The data warehouse is managed by Green Dot's Information Technology and Knowledge Management teams. Through the data warehouse, Green Dot is able to generate Tableau reports that aggregate data from different systems and synthesize data into actionable reports. Tableau reports provide comprehensive student enrollment, demographic and achievement data, enabling teachers and Principals to spend more time garnering insight and developing action plans rather than searching and aggregating the data on their own. Green Dot Charter Middle School's data will be synced with the data warehouse on a frequent basis so that these functions are available to Washington State teachers. The Manager of Finance & Business Affairs in the Washington State Regional Office will work with Green Dot's Home Office Knowledge Management team to ensure that the Tableau reports are useful and applicable to Green Dot Charter Middle School.

Principals, Department Chairs and Instructional Coaches will be responsible for using the student performance data in Tableau reports to identify areas for improvement and professional development opportunities for teachers and region-wide. Principals will be supported by the Washington State Executive Director and Instructional Coaches based out of the Regional Office to interpret performance data or decision-making. The Executive Director will help each Principal understand his/her school's data, benchmark it against other Green Dot schools (now that the entire network will be using the same Common Core State Standards) and share best practices and suggestions for improvement. Instructional Coaches will help Principals understand progress and improvement of teachers using data. During the school year, teachers will be supported by their Department Chairs and peers in learning to gather the appropriate data, interpret results and develop an action plan.

Lastly, students will be informed of progress regularly in conversations with teachers, advisors and guidance counselors. Parents are able to access student grades via *Powerschool*. In addition, all Green Dot schools hold parent-teacher conferences where parents are informed about their student's achievement and contributions to the school community. Green Dot Washington State will likely have student-led conferences where students share samples of their course work, discuss interests and goals and work with their parents on plans to improve or maintain current grades/goals. Student-led conferences encourage students to accept personal responsibility for their academic performance, teach students to self-evaluate and facilitate the development of students' organizational and oral communication skills, which in turn, increases their self-confidence.

Facilities

Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, provide proof of the commitment as **Attachment 20**. Briefly describe the facility including location, size, and amenities. You may also provide, in **Attachment 20** up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable state and local health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Green Dot Washington State is seeking to partner with multiple entities in order to develop a viable facilities solution for Green Dot Charter Middle School. These partners will include:

- **Philanthropy:** Washington State funders
- **National Financial Institutions:** Community development financial institutions and banks (e.g., Low Income Investment Fund, Local Initiatives Support Corporation, National Cooperative Bank)
- **Developers:** Local real estate developers (e.g., Wickens LLC), national charter school developers (e.g., Pacific Charter School Development)

The participation of all parties is dependent upon execution of definitive agreements. However, it is expected that the philanthropic and financial institutions will guarantee availability of financing for the buildings; the local developers will bring knowledge of the local real estate markets and connections to architects, contractors, etc. and the national charter school developers will bring expertise in preparing facilities for charter schools, including knowledge of city planning requirements. This group of high quality partners has committed to financing, purchasing and renovating a facility and subsequently leasing it to Green Dot Washington State at a rate that is within our facilities budget. With its national expertise and local ties, the collaboration has already identified several viable facilities for Green Dot Washington State.

From November 2013 – January 2014, Green Dot will work with Pacific Charter School Development (“PCSD”) to identify additional available buildings and conduct initial due diligence on those facilities. Letters of intent will be submitted in January, with further due diligence being conducted in January – February. Buildings will be secured by March 2014 so that the construction planning process can begin by April 2014, construction can begin in fall 2014 and occupancy can occur by June 2015.

Green Dot has already conducted site visits to multiple facilities within Tacoma and is working with PCSD to explore both private and public facilities (available for sale or lease) through PCSD.

The Green Dot program typically needs ~45,000 square feet. Our model generally requires at least 27-30 classrooms (of ~1,000 square feet each) depending on school size and incoming student needs. Since we work to develop intervention programs that address the needs of all incoming students, we have smaller class sizes and more courses within our master schedule. We will need four science labs that each accommodate thirty students, three computer labs for classes of thirty students for testing needs and four classrooms with at least ten data drops to accommodate our Read 180 intervention program. We request that classrooms have adequate storage space with dedicated electric and network drops for student computers. We also request adequate network drops, data, cabling and wireless access points to support access throughout the school so that we are able to leverage technology in the classroom.

In addition, we request the following non-classroom work space: a main office that includes offices for the Principal and Assistant Principal(s), a counselor workspace, a teacher lounge or a work room/copy room, a conference room and one multi-purpose room that can accommodate all students standing. We also request to have an auditorium, an indoor gym, an art room and the wiring to support our technology infrastructure. Other needs we would require are typical to any school, including a cafeteria, restrooms, etc.

In addition, we will work with the facilities collaborative of philanthropy, financing institutions and developers to have a facility with the following conditions:

- ADA accessibility (Americans with Disabilities Act of 1990) and all facility education code/ADA requirements met
- No known presence of asbestos or mold
- Kitchen area, space for food warmers and working refrigerator with adequate electrical outlets
- Adequate storage space for books, etc.
- Parking lot with 50-60 spaces
- Required occupancy: Minimum of one month prior to school start date (estimated as July 1st), dependent on assessment of building condition and preparation for move-in.
- Ideally, we would be able to house our Washington State Regional Office staff in the school facility to foster a strong culture and connection with Green Dot Charter Middle School staff.

We plan to optimize our investment in facilities so that we can focus our investments on our educational program. We would work with the facilities collaborative to ensure that all facilities provided to Green Dot meet and pass all inspections (safety, fire, elevator / lift, etc.) and comply with any other applicable state and local health and safety requirements. Green Dot is aiming to find a facility within Southeast Tacoma. We believe this community is home to a diverse and high-needs student population that would benefit from the addition of a high-performing charter middle school with a college-preparatory curriculum. [Refer to the Special Populations and At-Risk Students Section for details on Green Dot's anticipated student population.](#)

Start-Up and Ongoing Operations

1. Provide, as **Attachment 21**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook (explained in Section 3).
2. Describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

4. Provide the school plan for food service and other significant operational or ancillary services.
5. Provide, as **Attachment 22**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Refer to **Attachment 21** for a detailed start-up plan for the school.

2. Green Dot has planned to provide transportation to all students who require it. This plan includes a combination of buses, particularly to serve SPED students, shuttles from transit centers and potentially bus passes. The Manager of Finance and Business Affairs will contract with a bus provider for Green Dot Charter Middle School, set rates, negotiate routes and troubleshoot problems. In addition, this Manager will identify operators who can provide transportation for extracurricular activities and negotiate rates. The office manager at the school will reach out to the vendors to book buses as needed and will leverage the Regional Office for support if required. Green Dot will identify the specific vendors over the course of the planning year and once a final facility location has been identified. Based on these factors, Green Dot will map out the number of students likely to require transportation and plan accordingly. Green Dot would also look to refine estimates by surveying admitted families after the lottery.

Green Dot Washington State will abide by all state and federal regulations regarding its transportation service, particularly including the federal McKinney-Vento Homeless Assistance Act. We will work with our transportation contractor, both during the initial negotiations and contract development and after implementation, and use additional resources (such as public transportation options) to ensure that any student that meets the qualification for being homeless or temporarily displaced will be able to remain in the school, even if temporarily living outside of the general boundaries that transportation services are provided. Green Dot Washington State endeavors to minimize the impact of homelessness, as it is defined in the McKinney-Vento Homeless Assistance Act, as a barrier to a sustained high-quality education.

3. For daily security needs, Green Dot has planned for a campus aide to address issues of school safety within the school. The campus aide will work to create a culture where the Code of Conduct is followed. Green Dot schools will be, at a minimum, appropriately guarded by an alarm system and door and gate locks only accessible by authorized employees. In addition, we will look to contract with security vendors to provide additional security on school campuses as needed and will work with school police officers assigned to each school. If needed, Green Dot will have a set of indoor and outdoor cameras to be monitored by security personnel and an automated gate at the school entrance where visitors can be identified via camera and must be buzzed in to enter the school (i.e., an electronic strike entry system with video intercom). Once Green Dot secures the final facility location for Green Dot Charter Middle School, it will evaluate if additional safety and security procedures are required.

For emergencies and crises, the Executive Director, the Manager of Finance and Business Affairs and the Principal will work to develop a school safety plan ("Plan") based specifically on the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook will include, but not be limited to, the following responses: fire, flood, terrorist threats and hostage situations. This plan will provide faculty, staff, parent volunteers and students with site-specific emergency instructions during an emergency crisis or disaster. The Plan will delineate responsibilities of all school employees and is organized according to the Standardized Emergency Management System ("SEMS"). School personnel designated to carry out specific emergency responsibilities are expected to understand the policies, procedures and systems. Training and exercises with staff members will be an ongoing component of the Plan. The Plan will be reviewed and updated annually by the Principal, staff, and district personnel. Drills and exercises will be

conducted annually. Copies of the Plan will be distributed to school employees, the Regional Office and other entities as appropriate. Green Dot Washington State will also develop a Student Policy Manual that further outlines safety procedures.

In addition, the office manager will be trained in basic techniques such as CPR and nursing for minor issues. If there is any serious injury and/or illness, the appropriate local paramedic or hospital will immediately be contacted. Even before the school's opening, the local health care facility will be contacted to create policies regarding such instances.

Green Dot Charter Middle School will comply with local, state and federal building codes. The school will test sprinkler systems, fire extinguishers and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times as well as conduct periodic fire drills.

Lastly, Green Dot Charter Middle School will be a drug-free and smoke-free workplace in compliance with the applicable law. Green Dot strictly prohibits the use, transfer, possession, distribution, sale, or being under the influence of illegal drugs while on duty, while on the premises or while operating a vehicle or potentially dangerous equipment owned or leased by the organization. Green Dot prohibits consumption of alcohol while on duty, while on school premises or while operating a vehicle or potentially dangerous equipment owned or leased by the organization.

4. Green Dot Washington State will provide a food service program in accordance and compliance with the nutrition regulations outlined in Education Code. The school will offer all students the opportunity to participate in the school breakfast and lunch program. The school will provide its food service program on a contracted basis with the Manager of Finance and Business Affairs overseeing and managing the appropriate vendor. Green Dot Washington State will seek bids from local food service providers. Green Dot Washington State will release a detailed Request for Proposal ("RFP") outlining the specific requirements of the program. In addition, the Manager of Finance & Business Affairs will be responsible for working with the office manager and parent coordinator to ensure all parents and guardians complete the federal Free-and-Reduced Price Lunch Program application. The school will employ various strategies to ensure completion of forms by including them in initial student outreach documentation, orientation, school events and communication with parents. For details of Green Dot's operational plan, [refer to here](#).

5. Refer to **Attachment 22** for sample insurance coverage.

Operations Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - a. Staffing;
 - b. Professional development;
 - c. Performance management;
 - d. General operations; and
 - e. Facilities management.
2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot Public Schools has a track record of success. Through this growth, Green Dot has learned key lessons enabling our organization to become more effective at creating high-performing schools and improving the lives of the students we serve. Green Dot plans to leverage this knowledge and continue to

build from this foundation with its work in Washington State.

- **Human Capital:** Over the past 19 school launches, Green Dot has strengthened its practices around performance management and professional development as one of the Intensive Partnership Sites for the Gates Foundation to promote effective teaching. (The Intensive Partnership Sites are school systems where the Gates Foundation has entered into a multi-year partnership to develop improved measures of teacher effectiveness that will be embedded in policies, practices and systems supporting student achievement.) Each year, Green Dot successfully hires up to 100 teachers to meet staffing needs due to new school openings and attrition at our existing schools.
- **Finance and Development:** Green Dot has raised the capital required each year and managed its budget in order to weather the California fiscal crisis.
- **Facilities:** Refer to **Question 2** below for details on Green Dot's experience in developing facilities.

Green Dot plans to successfully support and execute our operations plan by 1) using a dedicated National Expansion Growth Team including the VP of National Expansion, Operations Lead and Finance & Accounting Lead to seed Green Dot's existing best practices in Washington State and 2) supporting Green Dot Washington State with services from Green Dot National and a Washington State Regional Office.

National Expansion Growth Team Operations Lead

All operational aspects of Green Dot Washington State will also be supported by the National Growth Team Operations Lead. Ellen Lin serves in this role and has worked in Green Dot's operations team for over five years. The duties of the National Growth Team Operations Lead role are to:

- Interpret regional and state-specific requirements and adapt, recommend and develop policies and procedures to govern all operational aspects of Green Dot schools and offices in new regions, including Human Resources, Security, Facilities and Maintenance, Information Technology Procurement, Insurance, and Knowledge/Data Management
- Codify strategies, guidelines and service-level agreements from the existing Green Dot model for school services providers and external vendors, such as Food Service, Transportation, Wraparound Services and External Consultants
- Ensure processes are in place to monitor compliance to federal, state and local regulations and requirements for non-financial school operations (e.g., Free and Reduced Lunch, Special Education, No Child Left Behind)
- In conjunction with the VP of National Expansion, National Expansion Growth Team Finance & Accounting Lead and Regional Executive Director(s), support the hiring process of the Regional Director(s) or Manager(s) of Finance and Business Affairs and Regional Office Operational staff
- Work with the Regional Director(s) or Manager(s) of Finance and Business Affairs to set-up all non-financial systems to ensure accurate and compliant data collection and reporting in new regions (e.g., student information systems, attendance tracking, asset management, special programs tracking, payroll, HRIS, contacts database)
- Support the preparation of campuses in start-up by ensuring procurement processes, school services and school policies are in place (e.g., food services, transportation, student handbook – health, safety, discipline)
- Codify operational processes/tools and train regional staff members on the Green Dot operational model
- Serve as a liaison between the Green Dot Home Office, Green Dot regions, Green Dot schools and

other high quality peer organizations to ensure collaboration and implementation of best practices in school operations

- Problem solve around local issues related to facilities, compliance, governance, vendors, etc.
- Partner with the local district on operational initiatives and requests

Green Dot's Home Office and Washington State Regional Office Supports

Green Dot Charter Middle School will be also supported by Green Dot's Home Office based in California and a local Washington State Regional Office. This collaboration will help to set operational and instructional guidelines, ensure consistency in academic model and school practices and drive transformational student outcomes.

- **Regional Office:** The Regional Office will be staffed to provide specific services that require significant knowledge and collaboration directly within Washington State. We anticipate staffing the Regional Office with a mix of current, internal Green Dot teammates relocating to Washington State and new teammates hired locally in Washington State. This mix will help the Regional Office better leverage best practices, processes and tools from the Home Office and ensure that the support services provided stay grounded in the needs of the schools and community.
- **Green Dot National:** The shared services provided by Green Dot National will include key academic model design elements, our teacher effectiveness and evaluation system, recruiting and screening of applicants, knowledge management and data, fundraising and branding. These Home Office services will ensure that our Washington State schools leverage best practices and lessons learned from our 13-year history and are supported by Green Dot's seasoned management team.

While expanding across state lines will bring new challenges, Green Dot has the experience and capacity to tackle each challenge and ensure that our Washington State schools start with a solid foundation. [Refer to the Existing Operators Section for more details on Green Dot's successful track record, National Expansion Growth Team as well as staffing plans for the Washington State Regional Office.](#)

2. Green Dot Public Schools has a diverse portfolio of facilities for its 19 schools. Building out this portfolio has strengthened our capacity and experience in facilities acquisition and management. Half of our portfolio is on district-owned facilities, either as a transformation / conversion or via Proposition 39, which required public school districts in California to provide equal facilities to charters. In addition, Green Dot has built nine facilities. Through this process, Green Dot has developed a strong understanding of the facilities development process as well as the work required in working with lenders and city planning entities. Green Dot has managed the challenges of co-location for the district facilities it shares with either traditional district schools or other charter schools. Green Dot has also learned to transition into a facility quickly. With the Henry Clay transformation, Green Dot only gained access to the facility in July 2011, prior to the school launch in August 2011. As a result, Green Dot developed extensive transformation planning tools to quickly assess the state of the facility and each individual classroom, prioritize areas for improvements and develop a plan to have the facility ready for students at the start of school in August 2011.

Green Dot's **Director of Facilities (Akil Manley)**, has led much of this work and is collaborating with Washington State partners to share guidance and plan for future growth. Given Akil and Green Dot's collective leadership experience, we are confident in our ability to complete the facilities planning process in preparation for a fall 2015 launch.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 3. Financial Plan and Capacity

(15 pages)

Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.
6. Describe the school's plans for liability insurance to indemnify the school, its board, staff, and teachers against tort claims.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot's Home Office Finance & Accounting ("F&A") team is responsible for the financial management of the entire organization. Administrative/business operations performed by the F&A team and supported by the Home Office Human Resources team include:

- Compliance with state and federal regulations
- Budget preparation
- Set-up and implementation of fiscal control policies and procedures across the organization
- Set-up and assistance for administration of human resources including payroll
- Interfacing with district, county and state when necessary in matters relating to fiscal affairs, reporting, audits and accountability
- Attendance accounting and reporting controls
- All accounting services including establishing chart or accounts
- Preparation for annual audit

The Finance & Accounting Lead on the National Expansion Growth Team will provide overall guidance to Green Dot Charter Middle School in setting up all financial and accounting controls and processes in the new region. In the Regional Office, the Manager of Finance & Business Affairs will maintain the books and financial reporting, incorporating guidance from the Home Office. The financial reports will meet all required Washington State reporting requirements. The Manager of Finance & Business Affairs will work with Principals to prepare budgets for their schools and review the school's financial standing with them on a monthly basis. The Manager of Finance & Business Affairs may assist in the development of contingency budgets if significant variances are present. Key reports generated by the Manager of Finance & Business Affairs will be reviewed by the Executive Director, the National Expansion Growth Team Finance & Accounting Lead, the VP of Finance & Business Affairs, the Controller and the Chief Financial Officer on at least a quarterly basis. Payroll will be managed by a Home Office Payroll Director.

Green Dot uses Sage's ACCPAC as its Finance & Accounting system to ensure that the books and records are kept accurately, completely and in accordance with financial policies. Green Dot uses Ceridian to manage human resources, payroll and employee benefits. Green Dot is considering transitioning to an

enterprise resource planning solution; however, we currently plan to first upgrade our existing systems and network to provide accounting, purchasing and payroll services for Green Dot Charter Middle School.

Green Dot has an extensive set of internal control policies outlined in [Green Dot's FY14 Finance and Accounting Policies Manual](#) including:

- Compliance with Laws
- Signing Authority
- Security of Financial Data
- Security of Documents
- Due Diligence and Periodic Internal Audits
- Use of Assets
- Use of Credit Cards
- Invoicing
- Password Protocol and File Access

In addition, Green Dot has policies on financial management, policies related to assets, liabilities and net assets, cost accounting policies, property management policies, procurement, payroll and travel policies and policies regarding consultants and independent contractors. The National Growth Team Finance & Accounting Lead will be responsible for setting up the appropriate internal controls and policies for Green Dot Charter Middle School and training the Washington State Executive Director and Manager of Finance and Business Affairs on the implementation of these policies.

2. In addition to the regional and national roles described above, the school administrative team, the School Advisory Council and the Green Dot Washington State Board of Directors will play a role in managing the school's finances. School administrators are responsible for working with the Manager of Finance & Business Affairs to develop a budget. School administrators identify the strategic investment priorities for the school based on academic achievement and the school's strategic plan and develop an attendance plan since enrolled students are a critical source of revenue. School administrators are responsible for reviewing budgets on a monthly basis and understanding and managing variances. School Advisory Councils are comprised of a diverse set of school stakeholders ([refer to the Governing Board Section for additional details](#)). School Advisory Councils provide critical input into the budget of the school and the use of resources. If a school needs to make budget cuts, the School Advisory Council will be consulted for input into where those cuts should be made.

The Green Dot Washington State Board of Directors (or their designee such as a Finance & Audit Committee) will be responsible for monitoring the organization's financial records; reviewing and overseeing the creation of accurate, timely, and meaningful financial statements to be presented to the Board; reviewing the annual budget and recommending it to the full Board for approval; monitoring budget implementation and financial procedures; monitoring assets, ensuring compliance with federal, state, and other financial reporting requirements and helping the full Board understand the organization's financial standing.

3. The Washington State Regional Office and any and all Washington State schools will engage in an annual audit of financial and administrative operations by an independent auditing firm. Green Dot Charter Middle School will adhere to the accounting, auditing and reporting procedures and requirements that apply to public schools operating in Washington State.

Green Dot's Home Office Finance Team and the Washington State Executive Director will annually oversee the selection of a reputable independent auditor and the completion of an annual audit of Green Dot Charter Middle School's financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles (and the GASB standards, if needed) and will verify the accuracy of Green Dot Charter Middle School's financial statements (including their Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices and internal controls. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office Management and Budget such as Circular A-133. Upon completion of the audit, Green Dot Charter Middle School will provide the Commission with a copy of the audited financial statements and findings. The Finance and Audit Committee (if appointed) of the Green Dot Washington State Board will review any audit exceptions or deficiencies and report recommendations to Green Dot Washington State's full Board as to how exceptions or deficiencies have been, or will be, resolved. Green Dot Charter Middle School will act upon these recommendations and report its actions to the Commission.

4. Green Dot Charter Middle School will approve the budget, the annual audit and the annual financial report at an open meeting of the Board of Directors where stakeholders will be invited to attend and provide public comment. In addition, parents and other stakeholders are invited to give input into their school's budget during SAC Meetings. Finally, Green Dot Washington State will post the annual financial report and IRS Form 990 on its website. The Commission will receive copies of all annual financial reporting.

5. Green Dot Washington State will work with Green Dot National for payroll and financial support. This Home Office infrastructure will be responsible for supporting data and application management, setting network-wide guidelines and policies to ensure alignment across all schools and regions and providing various "back-office" functions related to finance, accounting, human resources and data/information technology. The Home Office will also fundraise in support of Green Dot Washington State. Green Dot Public Schools is the natural choice to provide these services to provide a consistent model, approach and employee value proposition for Green Dot employees transferring across regions. Additionally, Green Dot Public Schools has a proven track record in providing these services for existing schools over the past 13 years. Green Dot Charter Middle School will pay approximately a 9-10% shared services fee to Green Dot Washington State in exchange for all shared services provided (from Green Dot National and Green Dot Washington State). Green Dot Washington State will sign a shared services agreement outlining the services provided in exchange for this cost. Green Dot plans to collaborate with Green Dot Charter Middle School before determining its ultimate shared services fee, which may adapt over time.

The successful delivery of Green Dot Home Office and Washington State Regional Office services will be measured using formal and informal methods. Formally, services will be measured at least once per year as part of Green Dot's Home Office survey (including evaluation of the Washington State Regional Office for Washington State schools). Teammates will be asked to provide feedback on various services provided by the Regional Office and Green Dot Home Office. Throughout the year, the Green Dot Home Office and Washington State Regional Office will also monitor performance dashboards for their respective departments to ensure effective delivery of services to the Washington State schools.

6. Refer to **Attachment 22** for the exhaustive set of insurance coverage. Green Dot Washington State will obtain General Liability, Directors and Officers Liability, Educators Legal Liability, Student Accident, Umbrella Coverage, Commercial Auto Liability Insurance and Workers Compensation insurance to indemnify the school, its board, staff and teachers against tort claims.

1. Submit a completed Financial Plan Workbook as **Attachment 23**. Be sure to complete all sheets in the Workbook. In developing your budget, please use the per-pupil revenue guidance provided by the Commission.
2. Budget Narrative: As **Attachment 24**, present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g. grants, donations, fundraising).
 - a. Per-Pupil Revenue. Use the figures provided by the Commission to develop your budget assumptions.
 - b. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Include evidence of commitment for any funds on which the school's core operation depends in **Attachment 24**.
 - c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
 - d. Explain the year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

Financial Management Capacity

7. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
 1. Financial management;
 2. Fundraising and development; and
 3. Accounting and internal controls.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot Public Schools, the parent California organization, is currently a \$110MM organization and has operated in California since 2000.
 - Green Dot Public Schools has weathered the economic downturn in California, which led to a series of cuts in funding as well as deferrals of payments. Green Dot has been able to isolate schools from year-to-year risk by budgeting for strategic priorities and applying for grant funding to cover services that complement our core educational program. For the most recent fiscal year, Green Dot has had unrestricted net assets of \$31,105,495. As of June 30th, 2013, Green Dot had \$13.8 million in cash on balance sheet and on July 3rd, 2013, Green Dot received \$12.6 Million in cash deferrals from the state. At that point, Green Dot's cash position increased from the prior year.
 - Green Dot has put in place contingency budgets so that schools adjust their budget once enrollment numbers are finalized. Green Dot Charter Middle School expects to be able to operate effectively even if funds are delayed or lower than expected. However, in the event that state and federal funds are severely delayed or much lower than expected or Green Dot has a large shortfall in enrollment, Green Dot Charter Middle School will use best practices developed through experiences in California to determine contingency budgets for each school.
 - The Regional Manager of Finance and Business Affairs will work directly with the Green Dot Charter Middle School Principal to identify areas in his/her budget that can be streamlined to help meet the new budget demands. Some examples of potential measures include:
 - Reducing the amount allocated to classroom materials and supplies
 - Reducing the amount allocated to office materials and supplies
 - Deferring technology upgrades or replacement

- Green Dot provides compliance support to help schools with accounting and internal controls. Annually, Green Dot's Financial & Accounting Policies Handbook is approved by the Board of Directors and Green Dot administrators are trained on financial procedures.
- Green Dot has developed structures to ensure school administrators review their budgets and plan on a monthly basis, developing resource management as one of their leadership competencies.
- Green Dot has a seasoned development team that raises between \$7 - \$10MM annually, applying for a variety of state, federal and private foundation grants as well as building relationships with high-net-worth individuals.
- Once local levy funding is available to charter schools, funding rates in Washington State will be favorable compared to California. In addition, Green Dot expects real estate costs to be favorable relative to California.
- Green Dot California schools have access to multiple credit facilities (i.e., revolving lines of credit through Wells Fargo and other lending institutions). Green Dot would establish similar lines of credit for its Washington State schools as well.

Finally, Green Dot Public Schools has a seasoned team leading this work.

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 10 years of Wall Street experience to Green Dot. 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.

Chris Humphreys, Vice President of Finance & Business Affairs

Chris Humphreys joined Green Dot in 2012 and serves as Vice President of Finance & Business Affairs. He oversees budgeting, forecasting, reporting, and financial analysis for Green Dot's schools and home office departments. He also leads a team of professionals who manage purchasing, food service, transportation, and maintenance, expediting solutions to operational issues so administrators can focus on educating students. Before joining Green Dot, Chris managed operations and corporate transactions for News Corp Digital Media, a division of News Corporation. Chris has over ten years of experience as an attorney and business manager in fields ranging from digital media and technology, corporate litigation, and database development. He earned an MBA from UCLA Anderson (with an emphasis in finance), a JD from Indiana University Maurer School of Law (where he was Editor-in-Chief of the Indiana Journal of Global Legal Studies), and a BA from the University of Tennessee (where he majored in Opera and Theater).

National Expansion Growth Team Finance Lead

In addition, Green Dot is working to hire an experienced Finance & Accounting Lead for the National Growth Team. This Finance Lead will help with the following aspects of transitioning to a new region, and duties will be as follows:

- Interpret regional and state-specific requirements and develop policies and procedures to govern all financial aspects of Green Dot schools and offices in new regions, including Financial Statements, Accounting, Internal Controls, Budgets, Reporting and Compliance
- Develop a deep understanding of regional education funding models to assess organizational strengths, weaknesses, opportunities and threats and gain a thorough working knowledge of all restricted support arrangements
- Ensure processes are in place to monitor compliance to federal, state and local regulations/requirements and private donations/grant restrictions
- Support the development of tools and reports that highlight monthly, quarterly and annual financial performance and forecast regional financial projections
- In conjunction with the VP of National Expansion, National Expansion Growth Team Operations Lead and Regional Executive Director(s), support the hiring process of the Regional Director(s) or Manager(s) of Finance and Business Affairs and Regional Office Finance staff
- Work with the Regional Director(s) or Manager(s) of Finance and Business Affairs to set-up financial systems to ensure accurate and compliant data collection/reporting and accounting systems to ensure they conform to the local charts of accounts in all new regions
- Assist in the selection of a regional auditing firm and development of the regional audit schedule
- Partner with the Regional Director(s) or Manager(s) of Finance and Business Affairs to develop regional budget templates and work with administrators and staff members to develop school budgets in start-up
- Codify financial processes and tools, and train Regional staff members on the Green Dot Financial Model
- Serve as a liaison between the Green Dot Home Office, Green Dot regions, Green Dot schools and other high quality peer organizations to ensure collaboration and implementation of best practices in school finances and budgeting
- Problem solve around local and school-level financial issues
- Partner with the local district on financial initiatives and requests

Green Dot Washington State will be successfully positioned to develop strong financial management, robust fundraising and development and sound accounting and internal controls by learning from Green Dot's experience over the past 13 years, leveraging the leadership team in place and using the planning year to become immersed in financial policies impacting Washington State schools.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 4. Existing Operators

(8 pages)

For applicants who already operate one or more schools, including charter management organizations (CMOs), and educational management organizations (EMOs), please respond to the following questions:

1. Provide a detailed description of the organization's growth plans and capacity to successfully support and execute that plan including business plans to support anticipated growth.
2. Using the *Portfolio Summary Template*, complete all requested information for each of the organization's schools and provide as **Attachment 25**.
3. Please disclose schools that have been closed or non-renewed or charters that have been revoked.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. As Green Dot enters its next phase of growth, we first considered where we could have the greatest impact in executing our vision – within California, expanding nationally or testing other innovative models. Through this exploration, we concluded Green Dot would have the most impact through national expansion. In evaluating potential regions to expand into, Green Dot evaluated target cities based on 1) market need, 2) financial viability, 3) reform and charter landscape, 4) appeal to current Green Dot employees, 5) presence of human capital pipelines and 6) Common Core adoption. After conducting a thorough search, Green Dot decided to serve high-need students in Memphis via the Achievement School District by transforming failing secondary schools, and we are now planning to launch a full high school transformation in Memphis in school year 2014-2015.

Concurrently, Green Dot has been excited to learn about the evolving landscape for charters in Washington State. Poor and minority students in Washington State need better school choices. Washington State is financially viable given the support of philanthropists and eventual access to local levy money, and Washington State is appealing to Green Dot – from an individual employee perspective as a place to live and work, and from an organizational perspective given its proximity to our Home Office in Los Angeles, its participation in the same Common Core consortium and its growing talent pipelines. Green Dot seeks to collaborate with Washington State to 1) replicate Green Dot's successful secondary school model outside of California and 2) change the odds for Washington State students who attend the lowest performing schools. Our mission and vision directly align with the goals of Washington State – to create opportunities for all children in Washington State to thrive in stable families, great schools and strong communities.

Growth Plans

Green Dot is respectfully requesting approval of a charter that would authorize the opening of a new charter middle school serving students in grades 6-8 in school year 2015-2016. The school will matriculate approximately 165-200 sixth grade students each year. When fully enrolled, the school estimates it will serve approximately 600 students in grades 6-8. Green Dot plans to continue to learn about Washington State and if successful, Green Dot anticipates seeking, at a later time, approval to open a small network of middle and high schools in Washington State since we believe this optimizes our ability to serve a meaningful number of students, while also helping Green Dot achieve the scale required to justify opening a Washington State Regional Office. Green Dot's ideal growth model for Washington State would entail Green Dot opening up four charters by 2017-2018, the current lifetime of the charter law. At this time, Green Dot is exploring opening schools in Southeast Tacoma and potentially in Highline, where there is a higher concentration of high-need students, as indicated by free and reduced lunch percentages and higher student populations of minority, special needs and English language learner students.

To ensure that our organization maintains a high quality of service to all students, Green Dot is considering both its regional Washington State and full-scale national growth rates. In California, Green Dot plans to

continue to open approximately one to two middle schools a year to serve as feeder schools to our existing California high schools. In Memphis, we plan to open high schools and feeder middle schools, resulting in five 6-8 and five 9-12 grade charter schools at capacity. Each of Green Dot's schools serve approximately 500-600 students. The below table illustrates Green Dot's proposed national expansion plan through 2018. Green Dot would need to apply for additional charters in Washington State in future authorization cycles.

Year	California	Memphis	Washington State	New Schools
2013-2014	Locke MS	Planning	Requesting Approval	1
2014-2015	Avalon MS Boyle Heights MS	School 1	Planning	3
2015-2016	Pat Brown MS	School 2 School 3	Middle School 1	4
2016-2017	Inglewood MS	School 4 School 5	High School 1 Middle School 2	5
2017-2018	Jordan Area MS	School 6 School 7	High School 2	4

Capacity to Support Growth Plans

Green Dot plans to successfully support and execute our growth plans by A) using a fully-dedicated National Expansion Growth Team to seed Green Dot's existing best practices and culture in Washington State B) supporting Green Dot Washington State schools with Green Dot's Home Office in California and a Washington State Regional Office and C) leveraging our teacher effectiveness initiatives, Administrator-in-Residence program and robust human capital pipeline to build a network of leaders for Washington State.

A. NATIONAL EXPANSION GROWTH TEAM

In Washington State, the National Expansion Growth Team's main focus will be to build processes and a strong foundation for Green Dot schools in Washington State (around human capital, instruction and operations) and to provide support and coverage for the Washington State Executive Director. The National Expansion Growth Team will play a key role during the formation of the first school. This team will include the 1) VP of National Expansion (Dr. Megan Quaile), 2) National Expansion Growth Operations Lead (Ellen Lin) and 3) National Expansion Growth Finance & Accounting Lead. The Finance Lead has not yet been identified but will likely come from among Green Dot's existing leaders.

The National Expansion Growth Team will be led by Megan Quaile and will be fully dedicated to developing and starting up Green Dot schools and offices in new regions. Prior to her role as VP of National Expansion, Megan served as Green Dot's Vice President of Education for four years. In this role, Megan was responsible for overseeing the development and implementation of Green Dot's academic model at its existing 19 schools in Los Angeles. In addition, she has been instrumental in Green Dot's teacher effectiveness and performance management efforts. Megan began her career at Green Dot in August 2007 as a Cluster Director (Area Superintendent) responsible for overseeing the leadership teams at five high schools. Before joining Green Dot, she was Chief Executive Officer and co-founder of Civitas Schools, a Chicago-based education management organization. She began her work with CICS as the founding Principal of CICS Northtown Academy Campus. Prior to her role with CICS, Quaile served for three years as the principal of an urban private school. Her educational experiences also include positions as Assistant Principal, English teacher and coach.

A. HOME OFFICE AND WASHINGTON STATE REGIONAL OFFICE SUPPORTS

Green Dot Charter Middle School will be supported by Green Dot's Home Office based in California and a Washington State Regional Office.

Green Dot's Home Office

Green Dot's seasoned management team will provide support and oversight to Green Dot Charter Middle School. The Home Office supports to Washington State will primarily be led by our Chief Executive Officer (CEO), Marco Petruzzi; President and Chief Academic Officer (CAO), Dr. Cristina de Jesus; Chief Financial Officer (CFO), Sabrina Ayala; and VP of National Expansion, Megan Quaille. Green Dot's Home Office services will ensure that our Washington State schools leverage best practices and lessons learned from Green Dot's 13-year history.

- **Academic & Human Capital Model:** The Home Office has primary responsibility for defining the academic program that guides all Green Dot schools to provide high-quality, education programs. Hiring and development for Green Dot Charter Middle School's Principal and teachers will also be supported by the Home Office, including our educator effectiveness initiatives and the Administrator-In-Residence program.
- **Finance & Operations:** The Home Office sets operational and financial strategy that impacts all Green Dot schools. This Home Office infrastructure will be responsible for supporting data and application management, setting network-wide guidelines and policies to ensure alignment across all schools and regions and providing various "back-office" functions related to finance, accounting, human resources and data/information technology.
- **Development & Communications:** Green Dot Washington State schools will also benefit from the large scale Green Dot has already achieved, advantages of national fundraising and public relations/ communications initiatives and ability to share highly advanced systems and tools that are not financially feasible for a single or a small family of schools.

Washington State Regional Office

Green Dot plans to create a regional support structure in Washington State to support schools' academic, financial and operational needs. The Washington State Regional Office will be led by a Washington State Executive Director that, once the region reaches scale, oversees the Manager of Human Capital and Human Resources, Manager of Finance and Business Affairs, four Instructional Coaches and a SPED Administrator. The Executive Director will report to Green Dot's VP of National Expansion, Megan Quaille. As the region grows, Green Dot may hire additional Regional Office team members to provide the necessary supports to Green Dot Washington State schools. Green Dot is seeking philanthropic funding and/or grants to support the Washington State Regional Office and National Expansion Growth Team costs in its initial years of operation. In the future, these costs will be shared across all Green Dot Charter Middle School schools and covered by shared service fees in steady-state.

- **Washington State Executive Director:** The Washington State Executive Director will oversee the academic performance, instruction and operations across all Green Dot Washington State schools and the Washington State Regional Office. Working with the National Expansion Growth Team, his/her major duties will be to supervise, coach and evaluate all Green Dot Washington State Principals, manage the operations and finances of the region and build relationships across the schools. The Washington State Executive Director will likely be selected from among Green Dot's existing leadership. The chosen candidate will have demonstrated leadership in both academic and

operational settings and will be intimately familiar with Green Dot's schools and operations. The Washington State Executive Director is expected to be announced at least **nine months** before the start of the first Green Dot Charter Middle School.

- **Manager of Finance and Business Affairs:** The Manager of Finance and Business Affairs will manage the financial and operational aspects of the Washington State Regional Office and all Green Dot Washington State schools. This individual will work closely with Principals to determine the budgets and resource allocations for the schools. The Manager of Finance and Business Affairs will report to the Washington State Executive Director and have a dotted line relationship to Green Dot's CFO, Sabrina Ayala, and the Home Office Vice President of Finance and Business Affairs, Chris Humphreys.
- **Manager of Human Capital and Human Resources:** For Year 2, we anticipate hiring a Manager of Human Capital and Human Resources to assist with hosting local recruiting efforts and identifying teacher candidates for the Home Office Human Capital team to interview. In addition, he/she will manage human resources processes, compliance and onboarding for Green Dot Washington State schools. The Manager of Human Capital and Human Resources will report to the Executive Director and have a dotted line relationship to the Home Office Vice President of Human Capital, Kelly Hurley, and the Chief Operating Officer (to be hired).
- **Instructional Coaches & SPED Administrator:** For Year 1, we plan to hire one Instructional Coach for literacy and math. As the region scales, Green Dot Washington State plans to hire additional Instructional Coaches (one for each core content area) to support Green Dot Washington State. The Instructional Coaches will set instructional/curriculum guidelines, support staff professional development and provide coaching and content expertise for teachers. The Instructional Coaches will report directly to the Washington State Executive Director. For Year 2, Green Dot Washington State also plans to hire a SPED Administrator to provide additional support to Green Dot Washington State teachers in serving special populations and at-risk students.

In addition, Green Dot anticipates contracting with a local **Advance Team Member** in Washington State for Years 0 (and potentially Year 1) to support Megan Quaille, our Interim Washington State Executive Director, with on-the-ground expertise in community engagement, student recruitment, engaging the Green Dot Washington Board and securing a facility for Green Dot Charter Middle School.

C. ROBUST HUMAN CAPITAL PIPELINE OF NETWORK LEADERS

Green Dot ensures a great teacher leads every classroom, and a great principal leads each school.

Pipeline of Strong Administrators

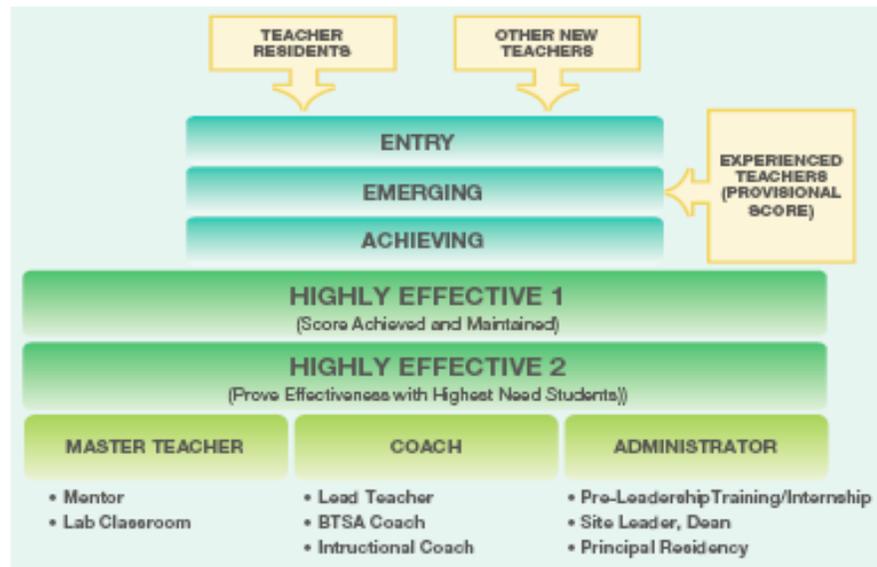
Green Dot conducts extensive diligence to select the most qualified and dedicated Principals for all of its schools. Green Dot plans to identify its Founding Principal at least **nine months** prior to the school opening. We will look within our existing cadre of administrators in California to identify our first Washington State Principal. Since this Principal will be familiar with the Green Dot mission, values and transformation model, he/she will serve as a key ambassador of the Green Dot model in Washington State. We also understand the importance of hiring school leaders from local communities and will seek partnership with local human capital organizations to identify potential candidates for future Washington State schools. We plan to look internally at Green Dot California Assistant Principals and Teacher Leaders who are interested in supporting Washington State. Finally, we will use our extensive relationships with universities across the nation to search for candidates. The Washington State Executive Director and VP of National Expansion will develop, support and evaluate Principals. These evaluations will be used to drive decisions about training, support, compensation and career path.

- **Principal Professional Development:** School leaders at Green Dot Charter Middle School will be provided with a comprehensive professional development program including:
 - **Coaching:** The Executive Director and VP of National Expansion will provide individualized coaching sessions to Green Dot Charter Middle School’s Founding Principal bi-weekly. These coaching sessions will be focused on developing the Principal as an instructional leader.
 - **95/5 Sessions:** 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 monthly, full-day professional development session for Principals and Assistant Principals. Green Dot Washington State Principals will be able to attend these sessions either in-person or via teleconferencing to take advantage of best practices across Green Dot schools.
 - **Principals’ Retreat:** Green Dot Charter Middle School’s Principal will have the opportunity to attend a two-day retreat with all Green Dot administrators in Los Angeles. This retreat allows Principals to reflect, evaluate progress and share best practices.
 - **Offline Supports:** Green Dot is building out an extensive set of tools to help Principals calibrate on the College-Ready Teaching Framework and hold conversations with teachers about effective teaching. Administrators will be able to work with the CRTF Implementation Coordinator to hone their observation and debrief skills.
 - **Manager of Finance and Business Affairs:** The Manager of Finance and Business Affairs will provide finance and operational support to Green Dot Charter Middle School’s Principal (i.e., resolving issues around budget, facilities, maintenance and other school-site operational issues.)
- **Administrator-in-Residence Program:** Developed in 2007, the AIR program trains Residents on Green Dot’s model and builds a pipeline of school leaders with the skills and experience necessary to manage high-performing secondary schools. The program provides Residents with real-world assignments shadowing high-performing Principals in existing Green Dot California schools and ongoing professional development from Mentor Principals, Assistant Principals and Cluster Directors (Area Superintendents). Residents are also required to complete a number of projects to demonstrate that they have developed the necessary competencies for success. Green Dot’s goal is to identify potential AIRs in Washington State and train them as Residents through the AIR program in California before they assume school leadership roles at Green Dot Washington State schools. Green Dot may also hire experienced Principals from Washington State and place them directly into school leadership positions if they are highly qualified.

Pipeline of Teacher Leaders

As mentioned before, the primary goal of The College-Ready Promise (TCRP) is to improve teacher effectiveness in order to prepare all students for success in college and beyond. However, an equally important objective is to attract and retain the most talented teachers into our organization by recognizing and rewarding success. Green Dot aims to create a system in which aspiring teacher leaders within the organization may be identified, recruited, trained and placed in instructional leadership positions.

To accomplish this, Green Dot has developed a meaningful career ladder (see below diagram) to allow proven teachers a path for growth and greater responsibility. After teachers have mastered classroom instruction and reach “Highly Effective,” they can step into Teacher Leader Roles. These roles groom our Teacher Leaders for the Administrator-in-Residence program, where they can progress to become Assistant Principals and Principals.

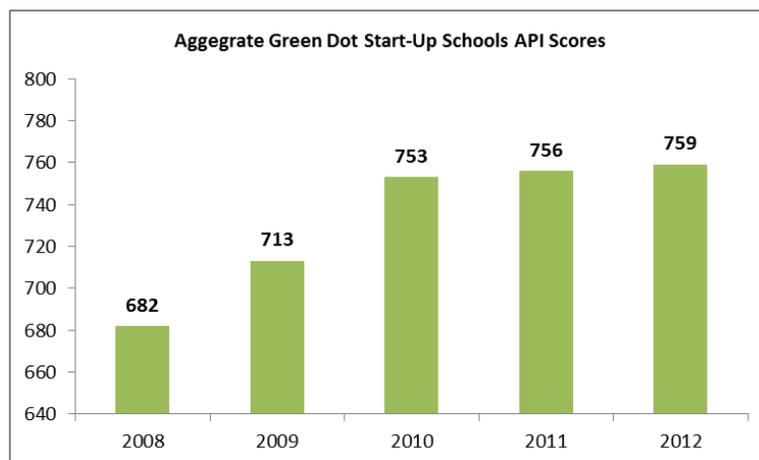


2. In August 2000, Green Dot opened with one 9th-grade class of 140 students. Today, our organization operates 19 schools (with four schools under one CDS code) serving over 10,000 students in communities across Los Angeles. We operate a mix of start-up and conversion schools that are located in many of the most socio-economically, disadvantaged neighborhoods in Los Angeles. Our student population is predominantly minority (99% African-American or Hispanic) and low-income (more than 92% of our students qualify for free or reduced lunch).

Results

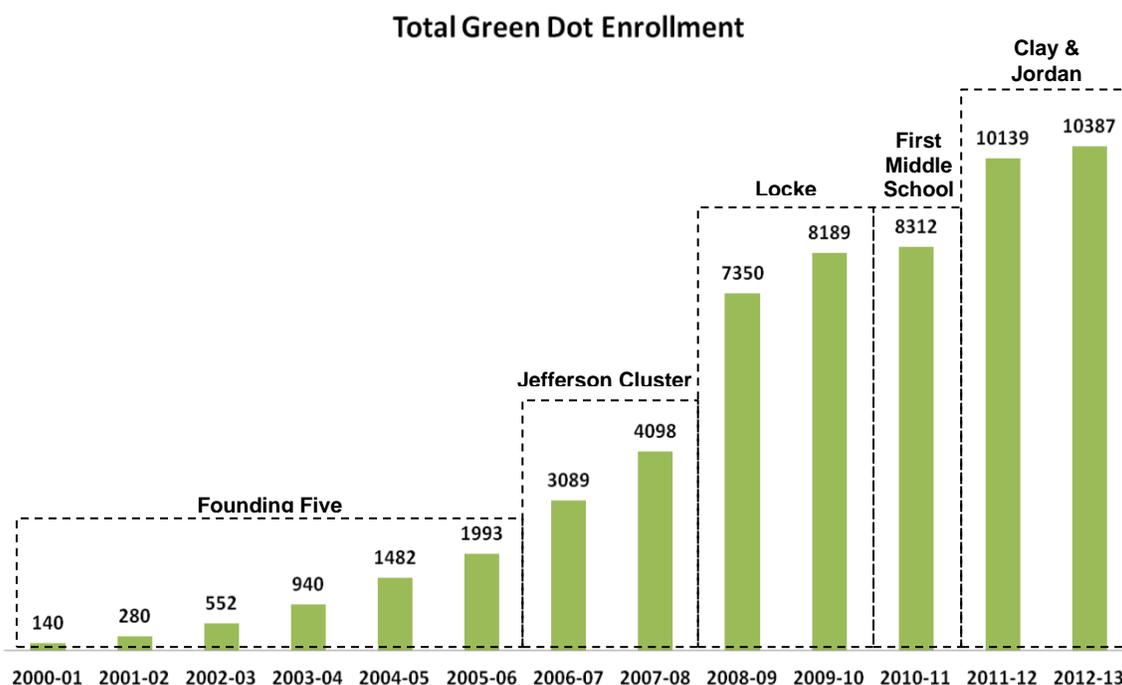
Green Dot schools average more than 50 points higher on the annual California Academic Performance Index (“API”) than comparable public schools in similar neighborhoods. The API is a measurement of academic performance and progress of individual schools in California. API scores range from a low of 200 to a high of 1000, with the State Department of Education having set a goal of 800. In 2012, Green Dot’s aggregate API score climbed 19 points, marking the fourth straight year of collective gains for the Green Dot network. This average 19-point gain at Green Dot schools occurred in a year where the average API score in California decreased two points, and API scores within the Los Angeles Unified School District (“LAUSD”) increased by three points. Green Dot’s start-up middle and high schools routinely exceed the API scores of other neighborhood schools by even wider margins. Ánimo Jackie Robinson Charter High School and Ánimo Pat Brown Charter High School, for example, achieved API scores 150 points higher than local schools with identical socio-economic characteristics.

As displayed in the graph below, Green Dot has consistently increased our aggregate API score for our start-up middle and high schools over the past five years. Two of our schools, Ánimo Leadership Charter High School and Ánimo Inglewood Charter High School, exceed the statewide API goal of 800; several more are



poised to pass it in the next few years. Our start-up schools are also graduating students at rates previously unheard of in the communities they serve - the cohort graduation rate for 9th graders entering a Green Dot independent school in 2008 averaged 86% in 2012, compared to 79% for the state and 65% for LAUSD. Refer to **Attachment 25** for additional details on Green Dot's academic performance data.

Green Dot School History



Early Success with Start-Up Schools:

- Founding Five:** Between 2000 and 2005, Green Dot opened five independent charter high schools in some of the toughest neighborhoods in Los Angeles. All five went on to be named in *Newsweek's* annual ranking of the best high schools in the country and were medal winners in the annual *U.S. News and World Report* list, placing them in the top 2.5% nationally.
- Jefferson Cluster:** In 2006, Green Dot opened a cluster of five charter high schools to create a parent 'zone of choice' around Thomas Jefferson High School, at that time, the lowest performing school in LAUSD. In 2010, Green Dot independently chose to close two of these five schools. Green Dot recommended the closure of *Ánimo Film and Theater Arts* since the school's focus on the arts was not aligned with Green Dot's academic model. Green Dot also recommended the closure of *Ánimo Justice* due to the saturation of charter schools in the neighborhood, low academic performance, and the failure of Los Angeles Unified School District to provide the school with promised facilities. In 2012, the API scores of Green Dot's three remaining schools in this area are between 100 and 200 points higher than Thomas Jefferson High School.

Leader in School Turnarounds:

By 2007, over the course of seven years, Green Dot had built 10 public charter schools in the Los Angeles area, but only served 3,000 students in a district that was responsible for 700,000. Green Dot realized that growth of independent charter schools at this rate was barely going to make a dent. In 2008, Green Dot expanded its approach to focus on turning around chronically low-performing schools and took on the transformation of Alain LeRoy Locke College Preparatory Academy.

- Locke Transformation:** With more than 2,200 students, Locke was 15 times the size of a typical charter school launch and one of the worst high schools in California. The campus was physically dangerous, truancy was rampant and chronically low student outcomes were reflected in an API of 515. It was one of the largest whole-school transformations attempted anywhere in the country and presented an enormous challenge for the administrators and teachers responsible for meeting the expectations of the community. In 2012, results published from a three-year, quasi-experimental matched-pair evaluation conducted by UCLA's National Center for Research on Evaluation, Standards & Student Testing ("CRESST") found that four years into the turnaround, Green Dot students were 1.5x more likely to graduate and 3.7x times more likely to have completed coursework that prepares them for college. After five years, the school's API is almost 100 points higher than under the operational control of Los Angeles Unified School District. Just as importantly, Green Dot has learned from the experience, evaluating and improving the Green Dot model to reflect fresh understanding and insight into turnaround dynamics.
- Henry Clay & Jordan Transformations:** The progress of the Locke turnaround led to subsequent transformations by Green Dot of Henry Clay Middle School (Ánimo Phillis Wheatley and Ánimo Western) and David Starr Jordan Senior High School (Ánimo College Prep Academy) in 2011.⁶ Henry Clay was the worst performing middle school in California and had been designated as the highest priority school in the state for School Improvement Grant (SIG) funding. Jordan is located in the heart of one of the country's oldest and largest housing projects. The lessons learned from Locke allowed administrators and teachers to greatly accelerate turnaround at these two schools. After only two years, API has risen 122 points (from 516 to 638) at Jordan and 109 points (from 553 to 662) at the Clay schools, with Jordan being cited by the California Department of Education as the most improved public high school in the state.

3. In its 13-year history, Green Dot has not had a charter revoked. As mentioned above, in 2010, Green Dot independently chose to close two of its schools. Green Dot recommended the closure of Ánimo Film and Theater Arts since the school's focus on the arts was not aligned with Green Dot's academic model. Green Dot also recommended the closure of Ánimo Justice due to the saturation of charter schools in the neighborhood, low academic performance and the failure of LAUSD to provide the school with promised facilities. In 2013, Green Dot also independently chose to re-organize Alain LeRoy Locke College Preparatory Academy, formerly five individual Green Dot high schools, by creating three small learning communities for 10th-12th graders and a single 9th grade academy on one main campus. This reorganization is enabling Green Dot to provide more targeted interventions to incoming 9th graders. As a result, the Locke Family of Schools currently shares one country-district-school (CDS) code in California that is used for purposes of school identification as well as tracking student demographics and student achievement levels.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

⁶ Jordan was restructured as two new schools sharing a single campus: one a Green Dot school and the other operated by the mayor's Partnership for Los Angeles Schools (PLAS). Concurrently, Henry Clay was divided into two small learning academies: Ánimo Western Charter Middle School and Ánimo Phillis Wheatley Charter Middle School (known officially by their charter names: Ánimo Charter Middle School #3 and Ánimo Charter Middle School #4, respectively).

**CHARTER SCHOOL CONTRACT
BETWEEN WASHINGTON
STATE CHARTER SCHOOL
COMMISSION AND GREEN DOT
PUBLIC SCHOOLS
WASHINGTON STATE CHARTER
SCHOOL
8/12/2015-8/12/2020**

INTRODUCTION

This agreement is executed on this ____ day of _____ 2____ **[MUST BE WITHIN 90 DAYS OF APPROVAL OF THE APPLICATION]** by and between the Washington State Charter School Commission (the "Commission"), an agency of the State of Washington whose mission is to authorize high quality public charter schools throughout the state, and to ensure the highest standards of accountability and oversight for charter schools, and Green Dot Public Schools Washington State Charter School, a qualified nonprofit organization, to establish and operate the Green Dot Public Schools Washington State CHARTER SCHOOL MIDDLE SCHOOL #1 (the "School"), a public, common school under the Washington State Charter Schools law.

I. RECITALS

1.1 WHEREAS, pursuant to Initiative Measure No. 1240, codified at RCW 28A.710, the people of the state of Washington provided for the establishment of public charter schools in the state of Washington.

1.2 WHEREAS, on November 22, 2013, the Commission received an application for consideration of a charter school referred to as Green Dot Public Schools Washington State Charter School; and

1.3 WHEREAS, on January 30, 2014, the Commission approved the application subject to conditions outlined in Resolution #14-07A; and

1.4 WHEREAS, on February 5, 2014, the State Board of Education certified that approval of the application is in compliance with the maximum limit on the number of charter schools allowed under RCW 28A.710.150.

NOW THEREFORE, in consideration of the mutual promises and other consideration recited in this agreement, the Parties agree as follows:

II. AGREEMENT

2.1 PURPOSE

As authorized by the Washington State Charter Schools law, RCW 28A.710, the Commission authorizes the establishment of the School with the aforementioned conditions, and on the terms and conditions set forth in this Charter School Contract (the "Contract").

2.2 MISSION

The mission of the School is as follows:

As with all Green Dot schools, the mission of our Founding School, Green Dot Charter Middle School, will be to empower students to see their full potential and to prepare students for high school, college, leadership and life by providing a small, college-preparatory program where all stakeholders actively engage in the education process.

2.3 TERM OF AGREEMENT

This Contract is effective August 12, 2015, and will terminate on August 12, 2020, unless earlier terminated as provided herein. Funding under this agreement shall not commence until the pre-opening process described in Appendix 1 has been completed to the satisfaction of the Commission, and the school begins to operate.

2.4 SOLICITATION AND RESPONSE

This Contract is entered into as a result of the approval of the application submitted by the School in response to the Commission's Request for Proposal (RFP). The RFP is attached as Appendix 9 to this Contract and the School's application submitted in response to the RFP is attached as Appendix 10 to this Contract.

III. SCHOOL RIGHTS AND RESPONSIBILITIES

3.1 PRE-OPENING CONDITIONS

The School shall meet all of the Pre-Opening Conditions described in Appendix 1 by the identified dates. Satisfaction of pre-opening conditions are conditions precedent to the formation of a contract. The Commission may waive or modify the restrictions contained in the Pre-Opening Conditions or may grant the School an additional planning year upon good cause shown. The School may delay its opening for one school year. If the School requires a delay of more than one year, it must request an extension from the Commission in writing by the June 1, 2015.

IV. Governance

4.2 GOVERNANCE

The School shall be governed by a board (the "Board") in a manner that is consistent with the terms of this Contract so long as such provisions are in accordance with state, federal, and local law. The Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School, the fulfillment of the contract, and approval of the School's budgets.

The Board shall also have authority for and be responsible for policy and operational decisions of the School, and, consistent with the terms of this Contract, shall be the employer of school employees. Nothing herein shall prevent the Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School.

The Board shall govern the School pursuant to the following terms and conditions:

4.2.1 Bylaws. The articles of incorporation and bylaws of the entity holding the Contract shall provide for governance of the operation of the School as a public charter school and shall at all times be consistent with all applicable law and this agreement. The articles of incorporation and bylaws are attached to this Contract as Appendix 2 (initially or as amended, the "Articles and Bylaws"). Any

modification of the Articles and Bylaws must be submitted to the Commission within five (5) business days of approval by the Board.

4.2.2 Composition. The composition of the Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Board and each member's disclosure form are attached to this Contract as Appendix 3 (initially or as amended, the "Board Roster and Disclosures"). The Board shall notify the Commission of any changes to the Board Roster and Disclosures within five (5) business days of their taking effect and provide an amended Board Roster and Disclosures.

4.2.3 Affiliation. Notwithstanding any provision to the contrary in the Contract, Application, or the Articles and By-laws, in no event shall the Board, at any time, be composed of voting members of whom a majority are directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the School itself or of another charter school), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of this paragraph, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The Commission may, at its sole discretion, waive this restriction upon a written request from the School.

4.2.4 Conflicts of Interest. The Board adopted the Conflicts of Interest Policy attached to this agreement as Appendix 4 and shall at all times comply with its provisions. Any amendment to Appendix 4 must be adopted by the Board and approved in writing by the Commission, which shall not be unreasonably withheld. Any approved changes may be with made without amendment to this agreement.

4.2.5 Ethics. The identified School representatives will adhere to the following ethical standards:

- a. No Board member, School administrator, or other School employee/representative authorized to enter contracts on behalf of the School, may be beneficially interested, directly or indirectly, in a contract, sale, lease, purchase, or grant that may be made by, through, or is under the supervision of the officer or employee, in whole or in part, or accept, directly or indirectly, any compensation, gratuity, or reward from any other person beneficially interested in the contract, sale, lease, purchase, or grant.
- b. No Board member or School administrator may use his or her position to secure special privileges or exemptions for himself, herself, or others.
- c. No Board member or School administrator may give or receive or agree to receive any compensation, gift, reward, or gratuity from a source except the School, for a matter connected with or related to their services as a Board member or School administrator unless otherwise provided for by law.
- d. No Board member or School administrator may accept employment or engage in business or professional activity that the officer might reasonably expect would require or induce him or her by reason of his or her official position to disclose confidential information acquired by reason of his or

her official position.

e. No Board member or School administrator may disclose confidential information gained by reason of the officer's position, nor may the officer otherwise use such information for his or her personal gain or benefit.

f. Terms in this provision will be defined in accordance with the definitions set out in RCW 42.52.010. The Advisory Opinions of the Executive Ethics Board shall provide non-binding guidance for the parties' interpretation of this provision.

4.2.6 Public Records. The Board shall comply with the provisions of the Public Records Act, chapter 42.56 RCW and is responsible for ensuring that the School, its employees, contractors, staff, and volunteers comply with the act and any associated Board policies.

4.2.7 Record Keeping. The School will comply with all applicable federal, state, and Commission record keeping requirements including those pertaining to students, governance, and finance.

4.2.8 Non-Commingling. Assets, funds, liabilities and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization unless approved in writing by the Commission. Additionally, public funds and assets received by the School shall be tracked and accounted for separately.

4.2.9 Assets. The School shall maintain a complete and current inventory of all school assets that cost more than \$5,000 (including sales tax and ancillary costs) and small and attractive assets that cost \$300 or more (including sales tax and ancillary costs). Assets include land, infrastructure, improvements to land, buildings, leasehold improvements, vehicles, furnishings, equipment, collections, and all other tangible and intangible assets that are used in school operations. Small and attractive assets include, but are not limited to Optical Devices, Binoculars, Telescopes, Infrared Viewers, Rangefinders, Cameras and Photographic Projection Equipment, Desktop Computers (PCs), Laptops and Notebook Computers, Tablets and Smart Phones, Television Sets, DVD Players, Blu-ray Players, and Video Cameras (home type). The School shall update the inventory annually and shall take reasonable precautions to safeguard assets acquired with public funds. If the Contract is revoked, terminated, non-renewed or surrendered, or the School otherwise ceases to operate, assets shall be deemed to be public assets if at least 25 percent of the funds used to purchase the asset were public funds. Public funds include, but are not limited to, funds received by the School under chapter 28A.710 RCW, as well as any state or federal grant funds. Any assets acquired wholly with private funds shall be disposed of consistent with Washington nonprofit law, provided that the School must maintain records demonstrating the percentage of public funds used to acquire assets. If the School's records fail to establish clearly whether an asset was acquired with the use of public funds, the assets shall be deemed to be public assets.

4.2.10 Open Meetings. The Board shall maintain governing board-adopted policies, meeting agendas and minutes; shall make such documents available for public inspection in accordance with Section

4.2.6, and shall otherwise conduct open meetings consistent with chapter 42.30 RCW, the Open Public Meetings Act.

4.3 CONTRACTING FOR SERVICES

4.3.1 Services Agreements and Partnerships. Nothing in this Contract shall be interpreted to prevent the School from entering into contracts or other agreements with a school district, community partnership, state agency, or other entity for services related to the operation of the School consistent with the law and the terms of this Contract. The terms of such contracts for services shall be negotiated between the School and the other entity. Such contracts shall, at all times, be subject to the requirements of this Contract and will not relieve the School of its responsibilities under this Contract. This provision is subject to the limitations set out in the remainder of this Section of the Contract.

4.3.2 School Authorized as Part of a Charter Management Organization. In its application School was identified as a new school to be operated by Green Dot Public Schools, a non-profit charter management organization (CMO). As such, School's relationship with Green Dot Public Schools, is not subject to the procedures outlined in Section 4.3.3. School is otherwise subject to Section 4.3.3 and in all other instances, School and Green Dot Public Schools are bound by the terms of this agreement and all applicable laws.

4.3.3 Third-Party Education Service Provider Contracts.

a. Education Service Provider Definition. An Education Service Provider (ESP) is a nonprofit corporation that provides all or a substantial subset of all services necessary to operate and oversee the School's educational program on a fee basis and/or pursuant to a fee-based contract. This includes, but is not limited to provision of school or program design and implementation, development of pedagogical approaches, curricula, instructional materials, assessments and professional development programs, as well as comprehensive management services. School may not contract with a for-profit ESP. For purposes of this contract, ESP does not include contracts between the School and a third-party to provide back-office functions such as fiscal services, accounting services or facilities operations, those contracts are governed by Section 4.3.1.

b. Limit to Scope of ESP Contracting. The School shall not, without written approval of the Commission, contract with an ESP to provide substantial educational services, management services, or both on behalf of the School. Substantial is defined as the assumption of responsibility for all or most of the educational, governance, or managerial components of a School's operations.

c. Proposed ESP Contract. At least 90 days before the proposed effective date of an ESP contract, the ESP and the School shall enter into a legally binding and enforceable contract that is subject to approval of the Commission and the requirements of this Contract. Appendix 5 contains Education Service Provider Agreement Guidelines that the School must observe.

Within 24 hours of entering into the proposed contract, the School shall forward the proposed ESP contract to the Commission for review.

d. Required ESP Contract Terms. The proposed ESP contract shall set forth with particularity inter alia, (i) the contingent obligations and responsibilities of each party in the event that the contract must be modified in order to obtain or maintain the School's status under state and federal law, and (ii) the extent of the ESP's participation in the organization, operation and governance of the School.

e. Review by Commission. The Commission shall review the proposed ESP Contract and determine, within 60 days of receiving it from the School, whether it meets approval of the Commission. Approval will be contingent on satisfaction of the terms of RCW 28A.710.130(4) and evidence that the ESP contract will not detrimentally impact the School's viability, or violate the terms of this Contract or the law.

f. Representation by Attorney. The School shall be represented by an attorney during the negotiation of the proposed ESP Contract. Upon submission of the ESP contract for review by the Commission it shall be accompanied by a letter from a licensed attorney representing the School stating that the Management Contract meets the attorney's approval. Such attorney may not represent or be retained by the Management Provider.

g. Effect of ESP Contract. The School will remain ultimately responsible and accountable for its legal and contractual obligations; an ESP contract will not relieve the School of those obligations.

4.4 EDUCATIONAL PROGRAM

4.4.1 Design Elements. The School shall implement and maintain the following essential design elements of its educational program, subject to modification with the Commission's written approval:

a. School grade levels. The School may serve students in grade 6 through grade 8, except that the School shall only serve students in grade 6 in the first year of this Contract, and may add one grade per year for years 2015 through 2019 of this initial Contract.

b. School goals. Success for Green Dot Public Schools Washington State ("Green Dot Washington State") will be measured across multiple facets of the model. First and foremost, Green Dot seeks academic growth for our students. In addition, we would look at measures of culture, including stakeholder feedback from teachers, students, families and staff. We will look at cultural data, including violations of the code of conduct, attendance rates and tardies. Lastly, we will take into account professional growth for teachers. Success requires a highly effective teacher in every classroom and Green Dot will support, grow and develop teachers to meet this standard. Green Dot will set rigorous performance targets for Green Dot Charter Middle School and support the school in achieving these ambitious goals.

c. School objectives:

Financial Goals:

- The School will maintain organizational strength by demonstrating fiduciary and financial responsibility. External, annual audit reports will demonstrate that the School meets or exceeds professional accounting standards.
- Budgets for each year will demonstrate effective allocation of financial resources to ensure effective delivery of the School's mission. Monthly financials will identify that the School is on track to meet budget expectations. If a report indicates that the School may not meet expectations, the Chief Financial Officer will meet with regional personnel and school administration to create contingency budgets.
- The Finance Committee of the Board of Directors will review this budget quarterly as evidenced by Board minutes.

Governance Goals:

- The Board of Directors will conduct a formal annual review to measure the effectiveness of the region's leadership using one formal evaluation per year. If the School administrator does not meet performance expectations, the Board will create a plan for remediation.
- The Board of Directors will conduct an annual self-evaluation to assess strengths and weaknesses of the Board. This report will be completed by June 30 each year.
- The Board of Directors will annually review the bylaws and update as necessary. Updates will be approved by June 30 each year.

Operational Goals:

- The School will be fully enrolled and demonstrate high levels of daily attendance and cohort retention. The School will meet enrollment and attendance targets detailed in Appendices 1 and 7.
- The School's network will be functioning more than 90% of the time during school hours.
- The School's Student Information System (SIS) will house accurate records. The annual review of student data will reveal a 95% completion rate.
- Monthly reports detailing the number of student lunches ordered as compared to those consumed will find less than a 7% loss rate.
- Eighty percent of parents will complete suggested volunteer hours.

4.4.2 Content Standards. The School's educational program shall meet or exceed basic education standards. The School is also subject to the supervision of the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education. Standards that must be met by the school include, but are not limited to:

- a. Basic education, as defined in RCW 28A.150.200, .210 and .220;
- b. Instruction in the essential academic learning requirements and associated standards;
- c. Participation in, and performance on, statewide student assessments;

- d. Performance improvement goals and associated requirements;
- e. Accountability measures;
- f. State graduation requirements;
- g. Academic standards applicable to noncharter public schools;
- h. Standards and requirements contained in the Performance Framework; and
- i. Other state and federal accountability requirements imposed by law, regulation, policy or this Contract.

4.4.3 Curriculum.

- a. The School shall implement the educational program and curriculum consistent with the program and curriculum presented in the Application.
- b. The School may revise and amend the educational program and curriculum at its discretion and without requiring approval from the Commission or amendment to this Contract provided that such revisions or amendments do not indicate a material change to the school's mission or its pupil performance standards.
- c. Material revisions and/or amendments to the educational program and/or curriculum shall require the Commission's approval.

4.4.4 Graduation Requirements for High Schools. The School's curriculum shall meet or exceed all applicable graduation requirements as established by the State Board of Education.

4.4.5 Staff Qualifications. Instructional staff, employees, and volunteers shall possess all applicable qualifications as required by state or federal law. Instructional staff shall maintain active certification in accordance with chapter 28A.410 RCW, unless instructional staff meets the requirements of RCW 28A.150.203(7). Instructional staff must also adhere to the code of professional conduct, ethical standards governing educator conduct, and associated laws and regulations. If the Board or School administrator(s) has reason to believe that an employee with a certificate or permit authorized under chapter 28A.410 RCW or chapter 28A.405 RCW, has engaged in unprofessional conduct (Chapter 181-87 WAC) or lacks good moral character (Chapter 181-86 WAC) a complaint must be submitted to the Education Service District within which the school operates stating the basis for the belief and requesting submission of the complaint to OSPI. A copy of the School's complaint must simultaneously be sent to the Commission and OSPI's Office of Professional Practices. Certificated and licensed staff shall also be held accountable in accordance with the provisions of Title 28A RCW as well as any applicable state or federal laws.

4.4.6 Staff Training. The School shall provide employees and staff with training required by applicable state and/or federal law.

4.4.7 Student Assessment. The School shall participate in all testing programs required by OSPI and the State Board of Education. The School shall comply with all assessment protocols and requirements as established by the OSPI and the State Board of Education, maintain test security, and administer the tests consistent with all relevant state and Commission requirements. The School shall follow OSPI's administration and security requirements associated with those tests being administered.

4.4.8 English Language Learners. The School shall at all times comply with all state and federal law applicable to the education of English language learners including, but not limited to, the Elementary and Secondary Education Act (ESEA), Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), and any applicable state laws or regulations. The School shall provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School shall employ and train teachers to provide appropriate services to English language learners. The School will work to assure compliance with any and all requirements of state and federal law regarding services to English language learners.

4.4.9 Students with Disabilities. The School shall provide services and accommodations to students with disabilities as set forth in the Application and in accordance with any relevant policies thereafter adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) (the "ADA"), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504"), and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall also comply with all applicable federal and State laws, rules, policies, procedures and directives regarding the education of students with disabilities including, but not limited to, chapter 28A.155 RCW.

4.4.10 Student Conduct and Discipline. The School shall comply with the School's discipline policy and all applicable state and federal laws and regulations relating to student discipline including, but not limited to, RCW 28A.150.300.

4.5 SCHOOL PERFORMANCE STANDARDS

4.5.1 School Performance Framework.

a. Annually, the School and Commission must set performance targets designed to help the School meet applicable federal, state, and Commission expectations. Once agreed upon, those performance targets shall be incorporated into the contract through amendment.

b. The School shall annually Meet Standards or Exceed Standards on the Commission's Charter School Performance Framework set out in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and the School specific performance measures, in Appendix 7, and as set out in this Contract. The parties recognize that the specific indicators, measures, metrics, and targets associated with the Performance Framework are in the process of being established. In

developing these indicators, measures, metrics, and targets the Commission will obtain input from stakeholders including, at a minimum, Schools with whom it has a contract. Ultimate authority for defining specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, is retained by the Commission and will be binding on the School.

c. The Commission will monitor and periodically report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. Such reporting will take place at least annually in the format specified by the Commission.

d. The School's performance in relation to the indicators, measures, metrics and targets set forth in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and the School specific performance measures set out in this Contract shall provide one basis upon which the Commission will base its decisions to renew, revoke, terminate or take other action on the Contract.

e. The Parties intend that, where this Contract references or is contingent upon state or federal laws, that they be bound by any applicable modification or amendments to such laws upon the effective date of said modifications or amendments. The specific terms, form and requirements of the Performance Framework may be modified or amended to the extent required to align with changes to applicable state or federal accountability requirements, as set forth in law. In the event that any such modifications or amendments occur, the Commission will use best efforts to apply expectations for school performance in a manner consistent with those set forth in the Performance Framework as initially established in the Charter.

f. The Commission reserves the right to amend the Charter School Performance Framework set out in chapter 108-30 WAC in accordance with the legal requirements that govern amendment of agency rules. The School will be required to comply with any amendments of the Charter School Performance Framework.

4.6 PERFORMANCE AUDITS AND EVALUATION

4.6.1 Annual Performance Review. The School shall be subject to a review of its academic, organizational, and financial performance at least annually and is required to comply with obligations as indicated in Appendix 6.

4.6.2 Mission-Specific Educational Goals. The School shall be subject to review for compliance with mission-specific educational goals as described in Appendix 7. The School must satisfy the expectations and measures set out in Appendix 7, provided that these provisions may be refined or amended by mutual agreement after the School is operating and has collected baseline achievement data for its enrolled students.

4.7 SCHOOL OPERATIONS

4.7.1 In General. The School and the Board shall operate at all times in accordance with all federal, state, and local laws, ordinances, rules, regulations and Commission policies, as the same may be amended from time to time.

4.7.2 Public School Status. The School shall be deemed a public, common school, and local education agency, subject to all applicable provisions of local, state and federal law and regulations, including but not limited to health and safety, parents' rights, civil rights, nondiscrimination laws, public records laws, student assessment, assessment administration, data collection, reporting, and remediation requirements. These requirements include, but are not limited to, those imposed under chapter 28A.642 RCW (discrimination prohibition); chapter 28A.640 RCW (sexual equality); the Individuals with Disabilities Education Improvement Act (20 U.S.C. Sec. 1401 et seq.); the Federal Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g), and the Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.).

4.7.3 Nonsectarian Status. The School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School shall not be to any extent under the control or direction of any religious denomination.

4.7.4 Open Meetings and Public Records. The School shall maintain and implement policies to ensure that it complies with all applicable laws and regulations relating to public meetings and records.

4.7.5 Non-discrimination. The School shall not discriminate against any student, employee or any other person on the basis of race, ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by any other public school. It shall take all steps necessary to ensure that discrimination does not occur, as required by state and federal civil rights and anti-discrimination laws.

4.7.6 Commission's Right to Review. The School will be subject to review of its operations and finances by the Commission, or its designee, including related records, when the Commission, in its sole discretion, deems such review necessary. While the reviews may be without notice to the school, the Commission or its designee(s) will endeavor to ensure that, to the extent possible, the reviews occur with minimal disruption of school operations.

4.7.7 Administrative Records. The School will maintain all administrative records, including student academic records, required by law and Commission policies and procedures, to the extent no waivers apply. The School agrees to make all administrative and student records promptly available to the Commission upon request. When the request is for on site inspection of records, prompt is defined as immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; adherence to this timeframe will be considered prompt.

4.7.8 Encumbrances. The School may issue secured and unsecured debt, including pledging, assigning or encumbering its assets to be used as collateral for loans or extensions of credit (Encumber) to manage

cash flow, improve operations, or finance the acquisition of real property or equipment. However, the School shall not Encumber its assets in a manner that will jeopardize its fiscal viability. Provided that the School is prohibited from: a) Encumbering any public funds received or to be received pursuant to RCW 28A.710.220; b) pledging the full faith and credit of the state or any political subdivision or agency of the state; c) Encumbering any other funds that contain a restriction or prohibition on such encumbrance; or d) Encumbering any funds or assets in violation of the law.

4.7.9 Transactions with Affiliates. The School shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any affiliate of the School, any member past or present of the Board, or any employee past or present of the School (except in their employment capacity), or any family member of the foregoing individuals, unless:

- a. The terms of the transaction do not violate the Schools' Code of Ethics and Conflict of Interest Policy, the fiduciary obligations applicable to non-profit boards and Section 4.2.5 of this Contract; and
- b. The terms of such transaction (considering all the facts and circumstances) are no less favorable to the School than those that could be obtained at the time from a person that is not such an affiliate, member or employee or an individual related thereto; and
- c. The involved individual recuses him or herself from all Board discussions, and does not vote on or decide any matters related to such transaction; and
- d. The Board discloses any conflicts and operates in accordance with a conflict of interest policy that has been approved by the Commission.

Affiliate means a person who directly or indirectly owns or controls, is owned or controlled by, or is under common ownership or control with, another person. Solely for purposes of this definition, owns, is owned and ownership mean ownership of an equity interest, or the equivalent thereof, of ten percent or more, and the term "person" means an individual, partnership, committee, association, corporation or any other organization or group of persons.

4.7.10 Student Welfare and Safety. The School shall comply with all applicable federal, state, county and city health and safety laws. Including, but not limited to, state laws regarding the reporting of child abuse, accident prevention, notification of criminal conduct to law enforcement as well as disaster response, and any applicable state and local regulations governing the operation of school facilities.

4.7.11 Transportation. The School shall be responsible for providing students transportation in accordance with legal obligations and consistent with the plan proposed in the approved application, Attachment 10, pages 84-85.

4.7.12 Notification to Commission.

a. Timely Notification. The School shall timely (within 24 hours) notify the Commission (and other appropriate authorities) in the following situations:

1. The discipline of employees at the School that: a) results in suspension or termination; b) arises from misconduct or behavior that may have endangered the educational welfare or personal safety of students, teachers, or other colleagues within the educational setting; or c), is based on serious or repeated violations of law; or
2. Any complaints filed, or action taken, against the School by any governmental agency.

b. Immediate Notification. The School shall immediately notify the Commission of any of the following:

1. Known conditions that may cause it to vary from the terms of this Contract, applicable Commission requirements, federal, and/or state law;
2. Any circumstance requiring the closure of the School, including, but not limited to, a natural disaster, such as an earthquake, storm, flood or other weather related event, other extraordinary emergency, or destruction of or damage to the School facility;
3. The arrest of any members of the Board or School employees for a crime punishable as a felony or any crime related to the misappropriation of funds or theft, if the Board, School, or any agent, employee, or representative thereof has reason to believe that an arrest occurred;
4. Misappropriation of school funds;
5. A known default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more; or
6. Any change in its corporate status with the Washington Secretary of State's Office or status as a 501(c)(3) entity.

A condition or default is known if the School is aware of the facts or circumstances giving rise to the condition or default, or has information that would lead a reasonable person in the same situation to believe that the facts or circumstances exist.

4.7.13 Compliance. The School shall comply with Commission policies and rules as well as: a) all applicable federal and state laws, rules, regulations; and b) all applicable local ordinances.

4.7.14 Data and Reports. The School shall timely provide to the Commission any data, documentation, evidence and reports necessary for the Commission to meet its oversight and reporting obligations as outlined in chapter 28A.710 RCW. Required reports include, but are not limited to those listed in Appendix 6 along with projected due dates for the current school year. Timely notification shall be provided when due dates are changed. Failure to provide reports, data, documentation, or evidence by the date due is a material violation of the Contract.

4.7.15 Complaints. The School shall establish a process for resolving public complaints, including complaints regarding curriculum, which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the Board, not the Commission.

4.8 SCHOOL CALENDAR

The School shall adopt a School calendar with an instructional program that meets the compulsory school attendance requirements of state law, financial guidelines, and state regulations. By June 30th of each year, the School will develop a school calendar for the following year and submit it to the Commission. Any changes that cause the calendar to differ materially from the calendar proposed and approved in the School's charter application are subject to Commission approval.

4.9 ENROLLMENT

4.9.1 Enrollment Policy. The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a lottery that shall be publicly noticed and open to the public; however, the School must give an enrollment preference to siblings of already enrolled students. The School shall follow the enrollment policy approved by the Commission and incorporated into this agreement as Appendix 8.

4.9.2 Maximum Enrollment. The maximum number of students who may be enrolled in the first year of operation of the School shall be 200 students, with an ability to exceed this amount by no more than 25 students, to the extent that the School's facility and staffing can accommodate such a number of students and is consistent with facilitating the academic success of students enrolled in the School and facilitating the School's ability to achieve the other objectives specified in this Contract. If the School wishes to enroll more than the maximum number of students listed above, it shall, before exceeding this number, provide evidence satisfactory to the Commission that it has the capacity to serve the larger population. The maximum enrollment shall not exceed the capacity of the School facility.

4.9.3 Annual Enrollment Review. As necessary, the maximum enrollment of the School will be adjusted annually by the Board in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the Contract, and assure that its student enrollment does not exceed the capacity of its facility.

4.9.4 Student Transfers and Exits. Any student exit out of the School shall be documented by an exit form signed by the student's parent or guardian, which affirmatively states the reason for the transfer or exit and that the student's transfer or exit is voluntary. The School shall collect and report to the Commission, in a format required or approved by the Commission, exit data on all students transferring from or otherwise exiting the school for any reason (other than graduation), voluntary or involuntary. Such exit data shall identify each departing student by name and shall document the date of and

reason(s) for each student departure. In the event that the School is unable to document the reasons for a voluntary withdrawal, the School shall notify the Commission and provide evidence that it made reasonable efforts to obtain the documentation described in this section.

4.9.5 Right to Remain. The School shall comply with the McKinney-Vento act, 42 U.S.C. 11432 et seq. Students who fail to attend the School as required by RCW 28A.225.010 may be removed from the School's rolls only after the requisite unexcused absences have been documented and all truancy procedures followed, consistent with chapter 28A.225 RCW, the provisions of the McKinney-Vento act, and Commission policy.

4.10 TUITION AND FEES

The School will not charge tuition. The School shall not charge any additional fees except as allowed by state law, but may charge fees for participation in optional extracurricular events and in the same manner and to the same extent as other public schools.

4.11 SCHOOL FACILITIES

4.11.1 Accessibility. The School facilities shall conform with applicable provisions of the Americans with Disabilities Act and any other federal or state requirements applicable to public school facility access.

4.11.2 Health and Safety. The School facilities shall meet all applicable health, safety and fire code requirements and shall be of sufficient size to safely house the anticipated enrollment.

4.11.3 Location. The School shall provide evidence that it has secured a location that is acceptable to the Commission by March 1, 2015. The school may move its location(s) only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified. Any change in the location of the School shall be consistent with the Application and acceptable to the Commission.

4.11.5. Construction/Renovation and Maintenance of Facilities. The School will be responsible for the construction/renovation and maintenance of any facilities owned or leased by it (to the extent agreed upon in any such lease). The School will be responsible for ensuring compliance with all ADA accessibility requirements.

4.11.7 Use of the Facility by the School. The School will use the facility for the sole purpose of operating a public school as authorized by this Contract. The School will not conduct, nor will it permit, any activity that would threaten or endanger the health or safety of occupants, the structural integrity of the facility, or the insurability of the facility, or violate applicable state or federal law. The school shall have a policy regarding the use of the facility by third parties that is submitted to the Commission for approval.

4.11.8 Inspections. The Commission will have access at all reasonable times to any facility owned, leased or utilized in any way by the School for purposes of inspection and review of the School's operation and

to monitor the School's compliance with the terms of this Contract. These inspections may be announced or unannounced as deemed appropriate by the Commission, or its designee, in the fulfillment of its oversight responsibilities.

4.11.9 Impracticability of Use. If use by the School of a facility is rendered impracticable by any cause whatsoever, or if the funds necessary to construct/renovate or upgrade a facility cannot be secured, the School shall be responsible for securing an alternative facility. The School may move into that facility only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified by the Commission. The Commission shall not be obligated to provide an alternative facility for use by the School.

4.12 SCHOOL FINANCE

4.12.1 Legal and Accounting Compliance. The School shall comply with all applicable state financial and budget rules, regulations, and financial reporting requirements, as well as the requirements contained in the Commission's Charter School Performance Framework, chapter 108-30 WAC. The School shall also adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance.

4.12.2 Governance, Managerial and Financial Controls. At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) an organizational chart; (5) procedures for the creation and review of monthly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (6) internal control procedures for cash receipts, cash disbursements and purchases; and (7) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

4.12.3 Audits. The school shall comply with all financial audit obligations imposed by law, but not limited to, audit requirements of the State Auditor's Office, audit requirements for non-profit corporations, and those imposed by the Commission. Within the scope of its responsibilities, the State Auditor's Office may conduct the following types of audits: 1) financial; 2) accountability; 3) federal single; 4) special investigation (includes fraud audit); and 5) performance. The school shall be financially responsible for all costs associated with the audit(s). The Commission retains the discretion to require audits as it deems appropriate. The School shall provide the Commission with a copy of any audits prepared under this provision by the deadlines imposed by the Commission. Failure to comply with this provision shall be considered a material and substantial violation of the terms of this contract and may be grounds for termination, revocation or other remedy as provided by this agreement.

4.12.4 Accounting Methods and Records. The School agrees to maintain financial records in accordance with generally accepted accounting principles and to make such records available promptly to the Commission upon request. When the request is for on-site inspection of records, prompt is defined as

immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; adherence to this timeframe will be considered prompt.

4.12.5 State Accounting Requirements. The School shall submit all financial information and data required by OSPI to satisfy its legal reporting obligations, as well as its legal obligations associated with budgeting and allocation.

4.12.6 Financial Records and Separate Accounting. The School shall record all financial transactions in general, appropriations, and revenue and expenditures records. In addition, the School shall make appropriate entries from the adopted budgets in the records for the respective funds, and shall maintain separate ledgers accounting for funds by funding source. Accounts must be reconciled on a monthly basis.

4.12.7 Location and Access. The School shall maintain, or cause to be maintained, books, records, documents, and other evidence of accounting procedures and practices which sufficiently and properly reflect all direct and indirect costs of any nature expended in the performance of this Contract. These records shall be subject at all reasonable times to inspection, review, or audit by personnel duly authorized by the Commission, the Office of the State Auditor, and federal officials so authorized by law, rule, regulation, or contract. The financial records must be maintained at the School CEO's administrative office and be open for public inspection during business hours.

4.12.8 Annual Budget Statement. The governing board of the School shall adopt an annual budget statement that describes the major objectives of the educational program and manner in which the budget proposes to fulfill such objectives.

4.12.9 Filing and Notice. The School shall comply with notice and filing requirements of non-profits.

4.12.10 Disbursement Procedures. The School shall establish procedures for ensuring that funds are disbursed for approved expenditures consistent with the School's budget.

4.12.11 Compliance with Finance Requirements. The School shall comply with all other legal requirements imposed on charter school finances, budgeting, accounting and expenditures. The Parties will collaborate to assure that they each remain reasonably current on the impact of any legal modifications on charter schools. The School holds ultimate responsibility for compliance with the legal requirements associated with charter school finances, budgeting, accounting and expenditures.

4.13 BUDGET

4.13.1 Annual Budgets. On or before July 10th of each year, the School will submit to the Commission the School's proposed budget for the upcoming fiscal year (September 1 through August 31st). The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall:

- a. Be presented in a summary format which is consistent with accepted practice in the field;

- b. Be presented in a summary format that will allow for comparisons of revenues and expenditures among charter schools by pupil;
- c. Be presented in a format that itemizes expenditures of the School by fund and by pupil;
- d. Show the amount budgeted for the current fiscal year;
- e. Show the amount forecasted to be expended for the current fiscal year;
- f. Show the amount budgeted for the upcoming fiscal year;
- g. Specify the proposed expenditures and anticipated revenues arising from the contracting of bonded indebtedness by a capital improvement zone, if applicable;
- h. Not allow for expenditures, inter-fund transfers, or reserves in excess of available revenues and beginning fund balances; and
- i. Reconcile beginning fund balance on a budgetary basis. The reconciliation shall be included with the final version of the amended budget and the annual audited financial statements.

4.13.2 School Funding. The School will receive funding in accordance with the provisions of chapter 28A.710 RCW and associated rules and procedures.

4.14 EMPLOYMENT MATTERS

4.14.1 No Employee or Agency Relationship. Neither the School, its employees, agents, nor contractors are employees or agents of the Commission. The Commission or its employees, agents, or contractors are not employees or agents of the School. None of the provisions of this Contract will be construed to create a relationship of agency, representation, joint venture, ownership, or control of employment between the Parties other than that of independent Parties contracting solely for the purpose of effectuating this Contract.

4.14.2 Retirement Plan. The School is an employer and its employees are members of the public employees' retirement system to the extent authorized by law.

4.14.3 Teacher Membership in Professional Organizations. Teachers at the School have the right to join, or refrain from joining, any lawful organization for their professional or economic improvement and for the advancement of public education.

4.14.4 Background Checks.

- a. The School will comply with the employee record check requirements in RCW 28A.400.303, and associated rules. The School will obtain and retain copies of fingerprint and background checks for all employees, contractors, volunteers, and board members who may have unsupervised access to children or who may be allowed on School premises unaccompanied when children are present. This shall be an ongoing requirement; background checks will be periodically renewed to determine whether conduct has occurred post-employment. The

School shall give notice to the Commission of any employee it finds who has a prior conviction of a felony, or any crime related to theft or misappropriation of funds, and of any employee who is convicted of a felony during the term of an employee's employment. The School shall also give notice to the Commission of any employee who has been convicted of an offense enumerated or referenced in chapter 28A.410 RCW.

b. Employee rosters and proof of background check clearance shall be provided to the Commission as required by the Charter School Performance Framework, chapter 180-30 WAC.

4.15 INSURANCE AND LEGAL LIABILITIES

4.15.1 Insurance. The School will maintain adequate insurance necessary for the operation of the School, including but not limited to property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, and errors and omissions insurance covering the Board, School, and its employees with policy limits as set forth below:

a. Comprehensive general liability: \$10,000,000

b. Officers, directors and employees errors and omissions: \$50,000

c. Professional liability insurance: \$10,000,000 per occurrence. Coverage must include coverage from claims of sexual molestation and corporal punishment and any sublimits must be approved by the Commission.

d. Data Breach Insurance: \$1,000,000

e. Property insurance: As required by landlord or lender

f. Transportation/Motor vehicle liability (if appropriate): \$10,000,000 per occurrence, which must include coverage for bodily injury and property damage; any sublimits must be approved by the Commission. In addition, collision and comprehensive insurance against physical damage including theft shall be provided with a maximum deductible of \$1,000 for collision and \$1,000 for comprehensive coverage except when the cost of the coverage would exceed the value of the vehicle during the contract period.

e. Bonding:

1. The School shall ensure that every officer, director, or employee who is authorized to act on behalf of the School for the purpose of receiving or depositing funds into school accounts or issuing financial documents, checks, or other instruments of payment for program costs shall be bonded to provide protection against loss.

a. Fidelity bonding secured pursuant to this contract shall name the Commission on behalf of the State of Washington as the beneficiary and the amount of coverage shall be \$3,656,540.

b. The School shall provide, at the Commission's request, copies of bonding instruments or certifications from the bond issuing agency. The copies or certifications shall show the bonding coverage, the Commission on behalf of the State of Washington as designated Beneficiary, who is covered, and the amounts.

2. The School shall obtain and maintain for the term of this contract a Payment and Performance Bond of not less than 100% of the total amount expected to be paid to School by the State of Washington under this Agreement. School will provide proof of such bonding within ten (10) calendar days of the signing of this Agreement. The copies or certifications shall show the bonding coverage, the Commission on behalf of the State of Washington as designated Beneficiary, who is covered, and the amounts. The School shall remain solely responsible for the costs associated in securing the bond. The School may draw upon this bond for the purposes of covering damages incurred as a direct result of School's failure to meet its material obligations hereunder. The bond must be conditioned on the School's faithful performance of the Contract; the Commission must be entitled to collect on the bond if the School breaches the terms of this contract, or is terminated, revoked or closed.

f. Workers' compensation: Prior to performing work under this Contract, the School shall provide or purchase industrial insurance coverage for its employees, as may be required of an "employer" as defined in RCW Title 51, and shall maintain full compliance with RCW Title 51 during the course of this Contract.

The Commission shall be named as an additional insured on all of these insurance policies. The Commission may reasonably require the School to adjust the coverage and limits provided for under the terms of any particular contract or policy. The School will pay any deductible amounts attributable to any acts or omissions of the School, its employees, or agents.

4.15.2 Insurance Certification. The School shall, by August 1st of each year, provide the Commission with proof of insurance as required by state law and Commission policy.

4.15.3 Risk Management. Within 24 hours of identification of any pending or threatened claims or charges the School will inform the Commission and provide the Commission's counsel and risk manager with all notices of claims. In addition to satisfying its indemnification obligations, the School will cooperate fully with the Commission in the defense of any claims asserted against the Commission, its board members, agents or employees arising from or related to the operation of the School and comply with the defense and reimbursement provisions of all applicable insurance policies.

4.15.4 Limitation of Liabilities. In no event will the State of Washington, or its agencies, officers, employees, or agents, including, but not limited to the Commission, be responsible or liable for the debts, acts or omissions of the School, its officers, employees, or agents.

4.15.5 Faith and/or Credit Contracts with Third Parties. The School shall not have authority to extend the faith and credit of the Commission to any third party and agrees that it will not attempt or purport to do so. The School acknowledges and agrees that it has no authority to enter into a contract that would bind the Commission and agrees to include a statement to this effect in each contract or purchase order it enters into with third parties.

4.15.6 Indemnification. To the fullest extent permitted by law, the School shall indemnify, defend and hold harmless the Commission, State, agencies of State and all officials, agents and employees of State, from and against all claims for injuries or death arising out of or resulting from the performance of the contract by the Schools' agents, employees, representatives, or contractors. The School's obligation to indemnify, defend, and hold harmless includes any claim by Schools' agents, employees, representatives, or any contractor or its employees. The School expressly agrees to indemnify, defend, and hold harmless the Commission and State for any claim arising out of or incident to School's or any contractor's performance or failure to perform the contract. The obligation of indemnification includes all attorney fees, costs and expenses incurred by the Commission and/or State in defense of any suits, actions, grievances, charges and/or proceedings.

4.16 ADDITIONAL SERVICES

Except as may be expressly provided in this Contract, as set forth in any subsequent written agreement between the School and the Commission, or as may be required by law, neither the School nor the Commission shall be entitled to the use of or access to the services, supplies, or facilities of the other. Any service agreements between the Commission and the School shall be subject to all terms and conditions of this Contract, except as may be otherwise agreed in writing. The purchase of any services not expressly required under this contract or set forth in any subsequent written agreement between the School and the Commission or not required by law, shall not be a condition of the approval or continuation of this contract.

4.17 PROVISION OF POLICIES TO THE COMMISSION

Upon request, the School will furnish to the Commission copies of all written policies and procedures it may adopt with respect to any matter relating to its management, operations, and educational program.

V. COMMISSION'S RIGHTS AND RESPONSIBILITIES

5.1.1 Oversight and Enforcement. The Commission will manage, supervise, and enforce this Contract. It will oversee the School's performance under this Contract and hold the School accountable to performance of its obligations as required by federal and state laws and regulations, the Performance Framework, as well as the terms of this Contract. This may include, but is not limited to, taking corrective action, development of corrective action plans, imposing sanctions, renewal, revocation, or termination of this Contract.

5.1.2 Right to Review. The Commission is a state educational agency with oversight and regulatory authority over the schools that it authorizes as provided by the provisions of chapter 28A.710 RCW.

Upon request, the Commission, or its designee, shall have the right to review all records created, established or maintained by the School in accordance with the provisions of this Contract, Commission policies and regulations, or federal and state law and regulations. This right shall be in addition to the Commission's right to require the School to submit data and other information to aid in the Commission's oversight and monitoring of the School as provided under this Contract and governing law. When the request is for on site inspection of records, the Commission shall be granted immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; the School must adhere to this timeframe.

This information, regardless of the form in which it is disclosed, will be used by the Commission, and its authorized representatives, to satisfy its obligations to audit, evaluate, and conduct compliance and enforcement activities relative to the School.

5.1.3 Inquiries and Investigations. The Commission may conduct or require oversight activities including, but not limited to, inquiries and investigations consistent with chapter 28A.710 RCW, regulations, and the terms of this Contract.

5.1.4 Notification of Perceived Problems. The Commission will notify the School of perceived problems about unsatisfactory performance or legal compliance within reasonable timeframes considering the scope and severity of the concern. The School will be given reasonable opportunity to respond to and remedy the problem, unless immediate revocation is warranted.

5.1.5 Other Legal Obligations. Nothing in this Contract will be construed to alter or interfere with the Commission's performance of any obligations imposed under federal or state law.

5.1.6 Oversight Fee. The Commission shall be paid an authorizer oversight fee in accordance with RCW 28A.710.110 and associated rules adopted by the State Board of Education (SBE).

VI. BREACH OF CONTRACT, TERMINATION, AND DISSOLUTION

6.1.1 Breach by the School. Violation of any material provision of this contract may, in the discretion of the Commission, be deemed a breach and be grounds for corrective action up to and including revocation or nonrenewal of this Contract. In making this determination, the Commission will consider the underlying facts and circumstances including, but not limited to, the severity of the violation as well as the frequency of violations and adhere to the applicable procedures contained in chapter 28A.710 RCW, and its rules and procedures. Material provisions include, but are not limited to, provisions imposing a requirement to comply with the Charter Schools Act, Commission rules and policies, or any other law or regulation, whether state, local, or federal.

6.1.2 Termination by the Commission. This Contract may be terminated, after written notice to the School, and the charter revoked by the Commission in accordance with the provisions of chapter 28A.710 RCW, and associated rules and policies. In order to minimize the disruption to students, the termination protocol developed pursuant to RCW 28A.710.210 will be followed.

The Commission may terminate the Contract for any of the following reasons:

- a. Any of the grounds provided for under chapter 28A.710 RCW, as it exists now or may be amended;
- b. A material and substantial violation of any of the terms, conditions, standards, or procedures set forth in the Contract;
- c. Failure to meet generally accepted standards of fiscal management;
- d. Substantial violation of any provision of law from which the School was not specifically exempted;
- e. Failure to meet the goals, objectives, content standards, performance framework, applicable federal requirements or other terms identified in the Contract;
- f. Bankruptcy or insolvency of the School; or
- g. The school's performance falls in the bottom quartile of schools on the State Board of Education's accountability index.

6.1.3 Other Remedies. The Commission may impose other appropriate remedies for breach including, but not limited to, imposing sanctions or corrective action to address apparent deficiencies or noncompliance with legal requirements. These may include a requirement that the School develop and execute a corrective action plan within a specified timeframe. Failure to develop, execute, and/or complete the corrective action plan within the timeframe specified by the Commission will constitute a material and substantial violation of the Contract. This provision shall be implemented in accordance with the chapter 28A.710 RCW and the associated rules and guidance issued by the Commission.

6.1.4 Termination by the School. Should the School choose to terminate this Contract before the end of the Contract term, it must provide the Commission with notice of the decision immediately after it is made, but no later than ninety days before the closure of the school year. Notice shall be made in writing to the Commission. The School must comply with the Commission's termination protocol.

6.1.5 Dissolution. Upon termination of this Contract for any reason by the School, upon expiration of the Contract, or if the School should cease operations or otherwise dissolve, the Commission may supervise the winding up of the business and other affairs of the School; provided, however, that in doing so the Commission will not be responsible for and will not assume any liability incurred by the School under this Contract. The Board and School personnel shall cooperate fully with the winding up of the affairs of the School. The School's obligations for following a termination protocol and winding up of the affairs of the school shall survive the term of this contract.

6.1.6 Disposition of Assets upon Termination or Dissolution. All assets, including tangible, intangible, and real property in use by the School but originally owned by the state or assets purchased using at least 25 percent of public funds are the property of the state and shall be returned to the state upon termination or dissolution, in accordance with Commission policy and governing law. School owned assets, including tangible, intangible, and real property, remaining after paying the School's debts and obligations and not requiring return or transfer to donors or grantors, or other disposition in accordance with state law, will be disposed of in accordance with governing state and federal law, including, but not limited to RCW 28A.710.210, and the rules adopted thereto.

VII. GENERAL

7.1.1 Merger. This Agreement, and all attachments, exhibits and amendments thereto, contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Contract shall be deemed to exist or to bind any of the Parties hereto.

7.1.2 Amendments. No amendment to this Contract will be valid unless ratified in writing by the Commission and the School's governing body and executed by authorized representatives of the Parties.

7.1.3 Governing Law and Enforceability. This Contract shall be construed and interpreted in accordance with the laws of the state of Washington and the venue of any action brought hereunder shall be in the Superior Court for Thurston County.

7.1.4 Severability. If any provision of this Contract or any application of this Contract to the School is found contrary to law or invalid, such provision or application will have effect only to the extent permitted by law and the invalidity shall not affect the validity of the other terms or conditions of this Agreement.

7.1.5 No Waiver. The Parties agree that no assent, express or implied, to any breach by either party of any one or more of the provisions of this Contract shall constitute a waiver of any other breach.

7.1.6 No Third-Party Beneficiary. This Contract shall not create any rights in any third parties who have not entered into this Contract, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Contract.

7.1.7 Non-Assignment. Neither party to this Contract shall assign or attempt to assign any rights, benefits, or obligations accruing to the party under this Contract unless the other party agrees in writing to any such assignment.

7.1.8 Records Retention. School records shall be maintained in accordance with all applicable state and federal document and record retention requirements. If any litigation, claim or audit is started before the expiration of an applicable document retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved.

7.1.9 Confidential Information.

- a. The parties recognize that they are both bound by the requirements of the Family Educational Rights and Privacy Act Regulations (FERPA), (20 U.S.C. § 1232g; 34 C.F.R. § 99), and they will safeguard such information in accordance with the requirements of FERPA. The parties further recognize that that some of the information exchanged under this agreement will be confidential.

b. The term confidential information as used in this Contract means any and all information provide by one party to the other that is exempt from mandatory disclosure under the terms of the state public disclosure laws codified at chapter 42.56 RCW. The term “confidential information” includes, but is not limited to:

Any personally identifiable student-related information, including, but not limited to (a) student names, (b) the name of a student’s parent or other family members, (c) student addresses, (d) the address of a student’s family, (e) personal identifiers such as a student’s social security number or student number, (f) personal characteristics that would make a student's identity easily traceable, (g) any combination of information that would make a student's identity easily traceable, (h) test results for schools and districts which test fewer than ten students in a grade level, and (i) any other personally identifiable student related information, or portrayal of student related information in a personally identifiable manner. (See, in particular, RCW 42.56.230(1) which exempts personal information in files maintained for students in public schools from mandatory public disclosure; RCW 42.56.070 and 42.56.080 which recognize exemptions from mandatory public disclosure information contained in other statutes such as the federal FERPA and its implementing regulations which prohibit the unauthorized public disclosure and re-disclosure of “personally identifiable student information” in or from student “education records”; and the provisions of this contract.

c. Confidential information disclosed under this agreement will be used solely for legally authorized purposes including, but not limited to, the audit, evaluation of the School and associated compliance and enforcement activities.

d. Only employees of the parties, and legally authorized individuals, will have access to confidential information described in this agreement. Any re-disclosure of personally identifiable information will occur only as authorized under this agreement and 34 C.F.R. § 99.33.

e. Confidential information exchanged under this agreement will be destroyed when the purpose for which the information was required has been completed, and will not be duplicated or re-disclosed without specific authority to do so. Provided, however, that the parties must also comply with all legally imposed document retention requirements and litigation holds.

f. The parties will safeguard confidential information by developing and adhering to policies governing physical, electronic, and managerial safeguards against unauthorized access to and unauthorized disclosure of confidential information.

g. If a party receives a public records request, court order, or subpoena for Student Data, provided under this agreement the party shall, to the extent permitted by law, notify the other

party within two (2) business days of its receipt thereof, and will reasonably cooperate with the party in meeting FERPA obligations in complying with or responding to said public records request, subpoena, and/or court order.

7.1.10 Order of Precedence. The items listed below are incorporated by reference herein. In the event of an inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order:

- a. Applicable Federal and Washington State laws and regulations;
- b. Terms and Conditions of the Contract;
- c. Appendices; and
- d. Any other provisions incorporated by reference or otherwise into the Contract.

7.1.11 Taxes. The School shall be responsible for adherence to all state and federal tax laws and regulations including, but not limited to, all payments accrued on account of payroll taxes, unemployment contributions, any other taxes, insurance or other expenses for the School's employees, contractors, staff and volunteers which shall be the sole liability of the School.

7.1.12 Waiver. Waiver of any breach of any term or condition of this Contract shall not be deemed a waiver of any prior or subsequent breach. No term or condition of this Contract shall be held to be waived, modified, or deleted except by a written instrument signed by the parties.

7.1.13 Applicable Law. When a provision of this Contract requires the School to comply with all federal, state, and local laws, ordinances, rules, or regulations, or some combination thereof, without specific reference or citation, it is the parties' intent that the language encompasses those laws that are applicable to charter schools. If there is a disagreement about what laws are applicable or the extent to which a given law is applicable, the parties shall engage in good faith discussions in an effort to determine applicability and the associated scope. However, the Commission shall be the ultimate authority regarding what laws apply to the charter schools it has authorized and the extent to which they apply.

Appendices

- Appendix 1 Pre-Opening Process and Conditions
- Appendix 2 Articles of Incorporation and Bylaws
- Appendix 3 Board Roster and Disclosures
- Appendix 4 Conflict of Interest Policy
- Appendix 5 Education Service Provider (ESP) Contract Guidelines
- Appendix 6 Identification of Documentation Required for Annual Performance Review
- Appendix 7 Enrollment Policy
- Appendix 8 Request for Proposals
- Appendix 9 Green Dot Public Schools Washington State Charter School Application

Appendix 1

Pre-Opening Process and Conditions

TASK	DUE DATE	STATUS/NOTES	COMPLETE
Establishment of School:			
Provide the proposed location of the School; identify any repairs/ renovations that need to be completed by school opening, the cost of these repairs, the source of funding for the repairs, and a timeline for completion.	March 1, 2015		
Written, signed copy of facility lease, purchase agreement and/or other facility agreements for primary and ancillary facilities as are necessary for School to operate for one year or more.	March 1, 2015		
Provide proof that the school has passed all inspections necessary for building occupancy.	June 1, 2015		
Document that the School is of sufficient size and with a sufficient number of classrooms to serve the projected enrollment.	June 1, 2015		
Provide evidence that students representing 50% of the projected fall membership have enrolled, including name, address, grade and prior school attended.	June 1, 2015		
Provide evidence that students representing 75% of the projected fall membership have enrolled, including name, address, grade and prior school attended.	July 1, 2015		
School Governance:			
Evidence that membership on the Board of Directors is complete; provide board roster with contact information for all board members , identification of officers, and conflict of interest disclosure and assurance.	November 22, 2013		
Resume of each board member.	November 22, 2013		
Schedule of Board Meetings (including date, time, and location for the 2015-2016 school year).	March 1, 2015		
Board-approved bylaws including satisfactory conflict-of-interest policy.	November 22, 2013		
Submit emergency contact information for the Chief Executive Officer (CEO) and other members of the management team.	June 1, 2015		

Provide an updated school calendar approved by the Board of Directors for the first year of the School's operation.	June 1, 2015		
Provide a copy of the School's emergency closure procedures.	March 1, 2015		
Written documentation that the School has completed criminal background checks on all school staff and volunteers that come into direct contact with the School's students.	June 1, 2015		
Copy of Employee Handbook, including at a minimum expectations for employee performance and behavior, compensation and benefit information, emergency response information, pay rates and/or salary scale(s), annual calendar, hours and length of employment, supervisory obligations, and a description of both informal and formal complaint procedures that employees may pursue in the event of disagreements.	March 1, 2015		
Budget:			
Submit the names of 1) individual(s) authorized to expend School funds and issue checks; and 2) individual(s) responsible for review and monitoring of monthly budget reports.	June 1, 2015		
Provide a copy of an updated budget for the school year with evidence that it has been approved by the Board of Directors.	July 31, 2015		
Provide proof of insurance as set forth in the Contract.	March 1, 2015		
Safety:			
Provide evidence that all employees have completed training on child abuse and neglect reporting or has comparable experience.	June 1, 2015		

Appendix 2

Articles of Incorporation and Bylaws

UNITED STATES OF AMERICA

The State of  **Washington**

Secretary of State

I, **KIM WYMAN**, Secretary of State of the State of Washington and custodian of its seal, hereby issue this

CERTIFICATE OF INCORPORATION

to

GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE

a/an WA Non-Profit Corporation. Charter documents are effective on the date indicated below.

Date: 11/14/2013

UBI Number: 603-349-022



Given under my hand and the Seal of the State of Washington at Olympia, the State Capital

Kim Wyman

Kim Wyman, Secretary of State

Date Issued: 11/14/2013

603349022

FILED
NOV 14 2013
WA SECRETARY OF STATE

ARTICLES OF INCORPORATION
OF
GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE

The undersigned, in order to form a nonprofit corporation under the Washington Nonprofit Corporation Act, Chapter 24.03 of the Revised Code of Washington, hereby executes the following Articles of Incorporation:

ARTICLE 1. NAME

The name of the corporation is Green Dot Public Schools Washington State.

ARTICLE 2. DURATION

The duration of the corporation shall be perpetual.

ARTICLE 3. PURPOSES AND POWERS

3.1 Purposes

3.1.1 The corporation is organized exclusively for charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "*Code*"), including, more specifically to promote the advancement of education and to lessen the burdens of government by managing the development and operation of one or more public charter schools in Washington.

3.1.2 To do any and all lawful activities which may be necessary, useful or desirable for furtherance, accomplishment, fostering or attainment of the foregoing purposes, either directly or indirectly and either alone or in conjunction or cooperation with others, whether such others be persons organizations of any kind or nature, such as corporations, firms, associations, trusts, institutions, foundations, or governmental bureaus, department or agencies.

3.2 Powers

3.2.1 In general, and subject to such limitations and conditions as are or may be prescribed by law, or in the corporation's Articles of Incorporation or Bylaws, the corporation shall have all powers which now or hereafter are conferred by law upon a corporation organized for the purpose set forth above, or are necessary or

incidental to the powers so conferred, or are conducive to the attainment of the corporation's purpose.

3.3 Limitations

3.3.1 Nonprofit Status

The corporation shall not have or issue shares of stock. The corporation is not organized for profit, and no part of its net earnings shall inure to the benefit of any Director or officer of the corporation, or any private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation to its Directors or officers for services rendered, and to make payments and distributions in furtherance of the purposes of the corporation and subject to the limitations of Sections 3.3.2 and 3.3.3 of these Articles of Incorporation.

3.3.2 Distributions; Dissolution

No Director or officer of the corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets upon dissolution of the corporation or the winding up of its affairs. Upon such dissolution or winding up, after paying or making adequate provision for the payment of all the liabilities of the corporation, the remaining assets shall be distributed as follows: (1) return the public school funds of the charter school that have been provided pursuant to RCW 28A.710.220 to the state or local account from which the public funds originated; and (2) any remaining assets of the corporation shall be distributed by the Directors of the corporation (the "*Board of Directors*"), for a purpose or purposes similar to those set forth in Section 3.1 of these Articles of Incorporation, to any other organization that then qualifies for exemption under the provisions of Code Section 501(c)(3). Any such assets not so disposed of shall be disposed of by the Superior Court of King County, Washington, exclusively for a Code Section 501(c)(3) purpose or purposes similar to those set forth in Section 3.1 of these Articles of Incorporation, or to such organization or organizations, as said court shall determine, that are organized and operated for similar Code Section 501(c)(3) purposes.

3.3.3 Prohibited Activity

(a) No substantial part of the activities of the corporation shall be devoted to attempting to influence legislation by propaganda or otherwise, except to the extent that an organization exempt from federal income tax under Section 501(c)(3) of the Code can engage in such activities without incurring any penalties, excise taxes or losing its status as an organization exempt from federal income tax under Section 501(c)(3) of the Code. The corporation shall not, directly or indirectly, participate in or intervene in (including by the publication or distribution of statements) any political campaign on

behalf of or in opposition to any candidate for public office. The corporation shall not have objectives or engage in activities that characterize it as an "action" organization within the meaning of the Code.

(b) Notwithstanding any other provisions of these Articles of Incorporation, the corporation shall not conduct or carry on activities not permitted to be conducted or carried on by an organization exempt from federal income tax under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

(c) The corporation is prohibited from engaging in any excess benefit transaction as defined in Section 4958(c) of the Code.

(d) The corporation is prohibited from engaging in any act of self-dealing as defined in Section 4941(d) of the Code, from retaining any excess business holding as defined in Section 4943(c) of the Code that would subject the corporation to tax under Section 4943 of the Code, from making any investments that would subject the corporation to tax under Section 4944 of the Code, and from making any taxable expenditure as defined in Section 4945(d) of the Code. If Section 4942 of the Code is deemed applicable to the corporation, it shall make distributions at such time and in such manner that it is not subject to tax under Section 4942 of the Code.

3.4 Powers

In general, and subject to such limitations and conditions as are or may be prescribed by law, by these Articles of Incorporation, or by the Bylaws of the corporation, the corporation shall have the authority to (a) engage in any and all such activities as are incidental or conducive to the attainment of the purposes of the corporation set forth in *Section 3.1 of these Articles of Incorporation* and (b) exercise any and all powers authorized or permitted under any laws that are now, or hereafter may be, applicable or available to the corporation.

ARTICLE 4. DIRECTORS

4.1 Number

The number of Directors of the corporation shall be determined in the manner provided by the Bylaws of the corporation and may be increased or decreased from time to time in the manner provided therein.

4.2 Initial Directors

The number of Directors constituting the initial Board of Directors shall be two
(2). The names and addresses of the persons who are to serve as the initial Directors are as follows:

Kimberly L. Mitchell
Address:
6114 Ravenna Ave. NE
Seattle, WA 98115

Andrew M. Buhayar
Address: 1504 19th Ave.
Unit A
Seattle, WA 98122

ARTICLE 5. NO MEMBERS

The corporation shall have no members.

ARTICLE 6. LIMITATION OF DIRECTOR LIABILITY

To the full extent that the Washington Nonprofit Corporation Act (as it exists on the date hereof or as it may hereafter be amended) permits the limitation or elimination of the liability of Directors, a Director of the corporation shall not be liable to the corporation or its members, if any, for monetary damages for conduct as a Director. Any amendments to or repeal of this Article 6 shall not adversely affect any right or protection of a Director of the corporation for or with respect to any acts or omissions of such Director occurring prior to such amendment or repeal. If the Washington Nonprofit Corporation Act is amended in the future to authorize corporate action further eliminating or limiting personal liability of directors, then the liability of a director for the corporation shall be eliminated or limited to the full extent permitted by the Washington Nonprofit Corporation Act, as so amended, without any requirement of further action by the corporation.

ARTICLE 7. INDEMNIFICATION

7.1 Right to Indemnification

The corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "*Proceeding*"), by reason of the fact that such person, or a person for whom such person is the legal representative, is or was a Director or officer of the corporation or, while a Director or officer of the corporation, is or was serving at the request of the corporation as a Director, officer, partner, trustee, employee or agent of another corporation, or of a foundation,

partnership, joint venture, limited liability company, trust, enterprise or other nonprofit entity, including service with respect to employee benefit plans (each such other entity, "*Another Enterprise*") (such person, an "*Indemnified Person*"), against all liability and loss suffered and expenses (including attorneys' fees) actually and reasonably incurred by such Indemnified Person in connection with such Proceeding. Notwithstanding the preceding sentence, except as otherwise provided in Section 7.4 of this Article 7, the corporation shall be required to indemnify an Indemnified Person in connection with a Proceeding (or part of such Proceeding) commenced by such Indemnified Person only if the commencement of such Proceeding (or part of such Proceeding) by the Indemnified Person was authorized in advance by the Board of Directors.

7.2 Restrictions on Indemnification

The corporation may not indemnify any Indemnified Person for: (a) acts or omissions of the Indemnified Person finally adjudged to be intentional misconduct or a knowing violation of law; (b) conduct of the Indemnified Person finally adjudged to be in violation of violation of Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.310 of the Washington Business Corporation Act; or (c) any transaction with respect to which it was finally adjudged that such Indemnified Person personally received a benefit in money, property or services to which the Indemnified Person was not legally entitled or if the corporation is otherwise prohibited by applicable law from paying such indemnification; provided, however, that if Section 23B.08.560 or any successor provision of the Washington Business Corporation Act is hereafter amended, the restrictions on indemnification set forth in this Section 7.2 shall be as set forth in such amended statutory provision.

7.3 Expenses Payable in Advance

The corporation shall pay the reasonable expenses (including attorneys' fees) incurred by an Indemnified Person in defending any Proceeding in advance of such Proceeding's final disposition (such expenses, "*Advanced Expenses*"), provided, however, that, to the extent required by law, such payment of Advanced Expenses in advance of the final disposition of the Proceeding shall be made only upon receipt of an undertaking by the Indemnified Person to repay all Advanced Expenses if it should be ultimately determined that the Indemnified Person is not entitled to be indemnified under this Article 7 or otherwise. Notwithstanding any of the foregoing in this Section 7.3, the corporation shall not be required to pay any Advanced Expenses to a person against whom the corporation directly brings a claim alleging that the corporation is not required to indemnify such person under Section 7.2 of this Article 7.

7.4 Written Statement Required and Right of Indemnified Person to Bring Suit

An Indemnified Person seeking indemnification pursuant to Section 7.1 or Advanced Expenses pursuant to Section 7.3 must first submit to the Board a sworn statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a "*Claim*"). If (a) a Claim pursuant to Section 7.1 above is not paid in full by the corporation within 60 days after such Claim has been received by the corporation, or (b) a Claim pursuant to Section 7.3 above is not paid in full by the corporation within 30 days after such Claim has been received by the corporation, then the Indemnified Person may at any time after the expiration of the applicable period bring suit against the corporation to recover the unpaid amount of such Claim. If an Indemnified Person succeeds in whole or in part in any such suit or in a suit brought by the corporation to recover Advanced Expenses pursuant to the terms of an undertaking, then such Indemnified Person is also entitled to receive reimbursement from the corporation for the expense of prosecuting or defending such suit. The Indemnified Person shall be presumed to be entitled to indemnification under this Article 7 upon submission of a Claim (and, in an action brought to enforce a Claim for Advanced Expenses, where the required undertaking has been delivered to the corporation), and, thereafter, the corporation shall have the burden of proof to overcome the presumption that the Indemnified Person is so entitled.

7.5 Procedures Exclusive

Pursuant to Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.560(2) or any successor provision of the Washington Business Corporation Act, the procedures for indemnification and Advanced Expenses set forth in this Article 7 are in lieu of the procedures required by Section 23B.08.550 or any successor provision of the Washington Business Corporation Act.

7.6 Nonexclusivity of Rights

The right to indemnification and Advanced Expenses conferred by this Article 7 shall not be exclusive of any other right that any person may have or hereafter acquire under (a) any statute, (b) provision of these Articles of Incorporation, (c) the Bylaws of the corporation, (d) by general or specific action of the Board of Directors, (e) by contract or (f) otherwise.

7.7 Insurance, Contracts and Funding

The corporation may maintain insurance, at its expense, to protect itself and any Director, officer, partner, trustee, employee or agent of the corporation or Another Enterprise against any expense, liability or loss, whether or not the corporation would

have the power to indemnify such person against such expense, liability or loss under the Washington Business Corporation Act. The corporation may enter into contracts with any Director, officer, partner, trustee, employee or agent of the corporation in furtherance of the provisions of this Article 7 and may create a trust fund, grant a security interest or use other means (including, without limitation, a letter of credit) to ensure the payment of such amounts as may be necessary to effect indemnification and Advanced Expenses as provided in this Article 7.

7.8 Indemnification of Employees and Agents of the Corporation

The corporation may, by action of the Board of Directors, grant rights to indemnification and advancement of expenses to employees and agents or any class or group of employees and agents of the corporation (a) with the same scope and effect as the provisions of this Article 7 with respect to the indemnification and Advanced Expenses of Directors and officers of the corporation, (b) pursuant to rights granted under, or provided by, the Washington Business Corporation Act, or (c) as are otherwise consistent with law.

7.9 Persons Serving Other Entities

Any person who, while a Director or officer of the corporation, is or was serving (a) as a Director or officer of another foreign or domestic corporation of which a majority of the shares entitled to vote in the election of its Directors is held by the corporation or (b) as a partner, trustee or otherwise in an executive or management capacity in a partnership, joint venture, trust or other enterprise of which the corporation or a wholly owned subsidiary of the corporation is a general partner or has a majority ownership shall be deemed to be (i) so serving at the request of the corporation and (ii) entitled to indemnification and Advanced Expenses under this Section 7.

ARTICLE 8. REGISTERED OFFICE AND REGISTERED AGENT

The address of the initial registered office of the corporation is 2560 5th Ave. W., Seattle, WA 98119, and the name of its initial registered agent at such address is Langfeldt Law, PLLC.

ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION

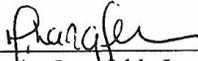
The corporation reserves the right to amend or repeal any of the provisions contained in these Articles of Incorporation in any manner now or hereafter permitted by law.

ARTICLE 10. INCORPORATOR

The name and address of the incorporator of the corporation are as follows:

Monica Langfeldt
Langfeldt Law, PLLC
2560 5th Ave. W
Seattle, WA 98119

DATED: November 14, 2013



Monica Langfeldt, Incorporator

CONSENT TO APPOINTMENT AS REGISTERED AGENT

I, Langfeldt Law, PLLC, hereby consent to serve as registered agent in the State of Washington for the following corporation: Green Dot Public Schools Washington State. I understand that as agent for the corporation, it will be my responsibility to accept Service of Process in the name of the corporation, to forward all mail and license renewals to the appropriate officer(s) of the corporation, and to immediately notify the Office of the Secretary of State of my resignation or of any changes in the address of the registered office of the corporation for which I am agent.

Dated: November 14, 2013.

Alicia Langfeldt, Member
(Signature)

Langfeldt Law, PLLC
(Type or print name of agent)

2560 5th Ave W.
(Street address of registered office)

Seattle, WA 98119
(City, state and zip code)

RESOLUTION OF THE BOARD OF DIRECTORS

OF

GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE

The Board of Directors of Green Dot Public Schools Washington State (hereinafter "GDPSWA "), a Washington nonprofit corporation duly organized under the laws of the State of Washington, hereby approve the following resolutions.

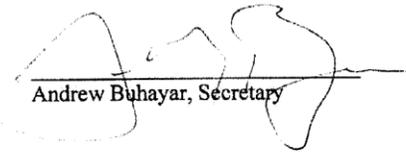
RESOLVED, that the following named persons shall be, and hereby are appointed Officers of the GDPSWA to serve for a period of one year or until their successors are appointed and qualify;

Chair: Kimberly Mitchell
Executive Director: Megan Quaile
Secretary: Andrew Buhayar

RESOLVED, that the Bylaws as presented to the Board of Directors in the form attached hereto as Exhibit A are hereby adopted and ratified and filed in the corporate minute book.

RESOLVED, that the application for Tax-exempt status (Form 1023 including attachments) in the form attached hereto as Exhibit B are approved for filing with the Internal Revenue Service and a copy is filed in the corporate minute book.

RESOLUTION adopted this 25th day of November, 2013.


Andrew Buhayar, Secretary

**PROPOSED GOVERNING BYLAWS
OF
GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**
(a Washington nonprofit corporation)

ARTICLE 1. OFFICES

The principal office for the transaction of the activities and affairs of the corporation shall be at such location within the State of Washington as the Board of Directors shall from time to time designate. The corporation may also have such other offices within the State of Washington as the Board of Directors may from time to time establish.

ARTICLE 2. MEMBERSHIP

The corporation shall have no members.

ARTICLE 3. BOARD OF DIRECTORS

3.1 General Powers

The powers of the corporation shall be exercised, its property controlled and its activities and affairs conducted by or under the directors of the Board of Directors ("Board"). The Board may delegate the management of the activities of the corporation to any person or persons, nonprofit management company, or committee provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

3.2 Authorized Number

The authorized number of Directors shall be not less than three (3) and nor more than twenty-five (25). The exact number of authorized Directors shall be fixed within these limits from time to time by the corporation. The number of Directors may be changed from time to time by amendment to these Bylaws, provided that no decrease in the number shall have the effect of shortening the term of any incumbent Director.

3.3 Qualifications

No more than forty-nine percent (49%) of the persons serving on the Board may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise,

excluding any reasonable compensation paid to a Director as a Director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of such a person. The provision of this paragraph, however, shall not affect the validity or enforceability of any transaction entered into by the corporation. Directors may have such other qualifications as the Board may prescribe by amendment to these Bylaws.

3.4 Election of Directors

3.4.1 Initial Directors

The initial Directors named in the Articles of Incorporation shall serve until the first annual meeting of the Board.

3.4.2 Successor Directors

Successor Directors shall be elected each year at the annual meeting of the Board by the affirmative vote of a majority of the Directors then in office.

3.4.3 Resignation

A Director may resign effective upon giving written notice to the Chair, the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.

3.4.4 Removal of Directors

A Director may be removed with or without cause at any time by the majority vote of the Directors then in office.

3.4.5 Vacancies

A vacancy or vacancies on the Board shall be deemed to exist in the event of the death, resignation or removal of any Director, or if the Board by resolution declares vacant the office of a Director who has been declared of unsound mind by an order of the court, or who has been convicted of a felony, or who has been found by final order of judgment of any court to have breached a duty under the Washington Nonprofit Act, or if the authorized number of Directors is increase.

In the event of any vacancy of the Board, the position of Director may be filled by the affirmative vote of a majority of the remaining Directors even if less than a quorum of the Board. A Director who fills a vacancy shall serve for the unexpired term of his or her predecessor in office.

3.5 Term of Office

Unless a Director dies, resigns or is removed, he or she shall hold office until the next annual meeting of the Board or until his or her successor is elected, whichever is later.

ARTICLE 4. MEETINGS

4.1 Open Public Meetings Act

All meetings of the Board shall be called, noticed and held in compliance with the provisions of the Open Public Meetings Act set forth in RCW 42.30. Except as otherwise permitted by the Open Public Meetings Act, all meetings of the Board shall be open and public, and all personnel shall be permitted to attend any meeting of the Board. The Board shall not act any meeting required to be open to the public vote by secret ballot. Any vote taken in violation of this section shall be null and void.

4.2 Place of Meetings

All meetings of the Board shall be held at the principal office of the corporation or such other place as shall be determined from time to time by resolution of the Board, provided that, except as otherwise permitted by the Open Public Meetings Act, all meetings of the Board shall be held within Washington, or as required by an existing and valid charter between the corporation and an authorizing school district or other appropriate Washington legislative body.

4.3 Annual Meeting

The annual meeting of the Board shall be held during the month of December on a date chosen by the President or the Board for the purposes of electing Directors and officers and transacting such business as may properly come before the meeting. If the annual meeting is not held on the date designated therefor, the Board shall cause the meeting to be held as soon thereafter as may be convenient.

4.4 Regular Meetings

Regular meetings of the Board shall be held on such dates and at such times as shall be determined from time to time by resolution of the Board. If at any time any regular meeting falls on a holiday, such regular meeting shall be held on the next business day. 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, including items to be discussed in closed session. The agenda shall specify the time and location for the regular meeting and shall be posted in a location that is freely accessible to members of the public, or on the corporation's internet

web site, if the corporation has one, and at the site of each charter school operated by the corporation. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires modification or accommodation in order to participate in the public meeting. The agenda shall provide an opportunity for members of the public to directly address the Board on any item of interest to the public before or during the Board's consideration of the item, that is within the authority of the Board. Except as otherwise permitted by the Open Public Meetings Act, no action or discussion shall be undertaken on any item not appearing on the posted agenda.

4.4.1 Presentation to the Board/Agenda Items

Any person may address the Board concerning any item on the agenda prior to action by the Board on such item. Such comments shall be limited to five minutes, unless the Board, at its discretion, votes to shorten or lengthen the time for each speaker. The total time devoted to presentations to the Board on agenda items shall not exceed one-half hour unless additional time is granted by the Board. If the number of persons interested in addressing the Board on an item cannot be accommodated in the time allotted, the Board shall take reasonable steps to allocate time fairly among those supporting or opposing the item.

4.4.2 Presentation to the Board/Non-Agenda Items

Members of the public may address the Board on any item not listed on the Board meeting agenda. Speakers will be limited to three minutes, unless the Board, at its discretion votes to shorten or lengthen the time for each speaker. No more than a total of fifteen minutes shall be devoted to all non-agenda items at regular meetings. The President may disallow a request to address the Board if repetitive of other speakers, or if the speaker seeks to make a presentation that he or another speaker has made at a previous meeting, if it appears that the total allotted time may be exceeded.

Members of the public attempting to make complaints or charges against an employee before the Board in open session will be offered the option to meet with staff to file a complaint under the corporation's established complaint procedure.

4.4.3 Disturbance of Meetings

In the event that any meeting is interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are interrupting the meeting, the members of the Board conducting the meeting may order the meeting room cleared and continue in session or may adjourn the meeting and reconvene at another location selected by majority vote of

the Board. In such a session, final disposition may be taken only on matters appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this section. Nothing in this section shall prohibit the Board from establishing a procedure for readmitting an individual or individuals not responsible for disturbing the orderly conduct of the meeting.

4.4.4 Request to Address the Board

“Request to Address the Board” cards shall be available in the Board meeting room prior to the beginning of each meeting. Members of the public who seek to address the Board on an agenda item or during time allotted for oral communications shall complete a “Request to Address the Board” card and give it to the Board Chairperson or designee no later than ten minutes prior to the commencement of the meeting.

4.4.5 Preparation of the Board Agenda

The Secretary or designee shall be responsible to prepare the agendas for all regular meetings of the Board.

4.4.6 Agenda Distribution

The Board agenda, with supporting information for a regular Board meeting, shall be delivered to Board members at least 72 hours prior to the meeting. The Secretary or designee is responsible for the distribution of Board packets (which include the official agenda and all supporting information to be discussed/acted upon in open session).

In addition to the provisions of agendas, all supporting public information shall be provided to those persons or parties who have requested to be placed upon the Board’s mailing list. A reasonable fee may be charged to receive the actual costs of providing the agenda.

4.5 Special Meetings

- (1) A special meeting may be called at any time by the Chair of the Board of the corporation or by a majority of the members of the Board by delivering written notice personally, by mail, by fax, or by electronic mail to each member of the Board. Written notice shall be deemed waived in the following circumstances:
 - (a) a Director submits a written waiver of notice with the secretary of the Board at or prior to the time the meeting convenes. A written waiver may be given by telegram, fax, or electronic mail; or

- (b) a Director is actually present at the time the meeting convenes.
- (2) Notice of a special meeting shall be:
- (a) Delivered to each local newspaper of general circulation and local radio or television station that has on file with the Board a written request to be notified of such special meeting or of all special meetings;
 - (b) Posted on the corporation's website. The corporation is not required to post a special meeting notice on its web site if it (i) does not have a web site; (ii) employs fewer than ten full-time equivalent employees; or (iii) does not employ personnel whose duty, as defined by a job description or existing contract, is to maintain or update the web site; and
 - (c) Prominently displayed at the main entrance of the corporation's principal location and the meeting site if it is not held at the corporation's principal location.

Such notice must be delivered or posted, as applicable, at least twenty-four hours before the time of such meeting as specified in the notice.

- (3) The call and notices required under Articles 4.5(1) and 4.5(2) shall specify the time and place of the special meeting and the business to be transacted. Final disposition shall not be taken on any other matter at such meetings by the Board.
- (4) The notices provided in this section may be dispensed with in the event a special meeting is called to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage.

4.6 Emergency Meetings

In the event of an emergency, as defined by RCW 42.30.070, and there is a need for expedited action by the Board to meet the emergency, the Chair of the Board may provide for a meeting site other than the regular meeting site and the notice requirements of RCW 42.30.070 shall be suspended during such emergency.

4.7 Quorum

A quorum of the Board for the transaction of business shall be the greater of the majority of the Directors then in office or one-fifth of the authorized Directors.

4.8 Transactions of the Board

An act or decision done or made by the majority vote of the Directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more Directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to 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.

4.9 Conduct of Meetings

The Chair, or in his or her absence, the Vice-Chair, or in his or her absence, any Director selected by the Directors present, shall preside at meetings of the Board. The Secretary of the corporation or, in the Secretary's absence, any person appointed by the presiding officer, shall act as Secretary and record the minutes of the meeting of the Board.

4.10 Teleconferencing

The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconferencing locations and conduct teleconference meetings in a manner that protects the statutory rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconferencing location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. Participation in a meeting through use of teleconferencing pursuant to this section constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call.

For purposes of this section 4.11, "teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, though either audio or video, or both. Nothing in this section shall prohibit the corporation from providing the public with additional teleconference locations.

4.11 Adjournment

The Board may adjourn any regular, adjourned regular, special, or adjourned special meeting to a time and place specified in the order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular or adjourned a regular meeting, the Secretary may declare the meeting adjourned to a stated time and place. He or she shall cause a written notice of the adjournment to be given in the same manner as provided in Article 4.5 for special meetings, unless such notice is waived as provided for special meetings. Whenever any meeting is adjourned a copy of the order or notice of adjournment shall be conspicuously posted immediately after the time of the adjournment on or near the door of the place where the regular, adjourned regular, special, or adjourned special meeting was held. When a regular or adjourned regular meeting is adjourned as provided in this section, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment of any meeting fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by resolution.

4.12 Electronic Transmission by the Corporation

Electronic transmission by the corporation shall be valid only for communications:

- (1) delivered by (i) electronic mail when directed to the electronic mail address for that recipient on record with the corporation; (ii) posting on an electronic message board or network that the corporation has designated for those communications, together with a separate notice to the recipient of the posting, which transmission shall be validly delivered upon the later of the posting or delivery of the separate notice thereof, or (iii) other means of electronic transmission;
- (2) to a recipient who has provided an unrevoked consent to the use of those means of transmission for communication; and
- (3) that creates a record that is capable of retention, retrieval, and review, and that may thereafter be rendered into clearly legible tangible form.

ARTICLE 5. BOARD COMMITTEES

5.1 Committees Generally

The Board may appoint standing or special committees for any purpose defined by these Bylaws or determined by the Board. When such committees are composed solely of two (2) or more Directors, the Board may delegate to such committees any of the powers and authority of the Board, except the power and authority to (i) fill vacancies on the Board or in any committee which has the authority of the Board; (ii) fix compensation of

the Directors for serving on the Board or on any committee; (iii) amend or repeal these Bylaws or adopt new Bylaws; (iv) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable; (v) appoint committees of the Board or the members thereof; (vi) expend corporate funds to support a nominee or applicant for Director; or (vii) approve of any self-dealing transaction except as provided by law. Committees which are composed solely of Directors and to which the powers of the Board are delegated shall have power to act only in intervals between meetings of the Board and shall at all times be subject to the control of the Board. Nothing in this Article 5.1 authorizes the Board or the corporation to take any action that is prohibited by applicable laws or policies, including applicable conflicts of interest laws or policies, or by other provisions of these Bylaws.

5.1.1 Meetings of Committees

All meetings of committees other than a meeting of an advisory committee which is comprised solely of less than a quorum of the Board and which is not a standing committee shall be called, noticed and held in compliance with the rules and regulations for meetings of the Board as set forth in the Article 4 hereof applied as if the committees were acting as the Boards. Subject to the foregoing, the Board or, if the Board does not act, the committees shall establish rules and regulations for meetings of the committees, and the committees shall meet on such dates and at such times as are deemed necessary by the Board or, if the Board does not act, by the committees. Committees shall keep regular minutes of proceedings and report the same to the Board from time to time as the Board may require.

5.1.2 Standing and Special Committee

The standing committees of the Board shall consist of an Audit Committee and such other standing committees as the Board may authorize from time to time. Special committees may also be authorized by action of the Board. Any committee composed of persons one or more of whom are not Directors may act solely in an advisory capacity to the Board.

5.1.3 Audit Committee

The Audit Committee may include persons who are not members of the Board, but the member or members of the Audit Committee shall not include any members of the staff of the corporation, including the President and Treasurer. If the corporation has a Finance Committee, members of the Finance Committee shall constitute less than one-half of the Audit Committee, and the chair of the Audit Committee may not be a member of the Finance Committee. Members of the Audit Committee shall not receive any compensation from the corporation and shall not have a material financial interest in any entity doing business with the corporation. Subject to the supervision of the Board, the

Audit Committee shall be responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board. The Audit Committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services performed by the auditing firm conform with standards for auditor independence, and shall approve performance of nonaudit services by the auditing firm.

5.1.4 Quorum and Voting

A majority of the members of a committee shall constitute a quorum and any transactions of a committee shall require a majority vote of the members of the committee at a meeting at which a quorum is present.

5.2 Appointment

The members of a committee shall be appointed by a majority vote of the Directors then in office.

5.3 Term of Office

Each member of a standing committee shall serve until the next annual meeting of the Board and until his or her successor is appointed, or until such committee is sooner terminated, or until he or she is removed, resigns, or otherwise ceases to qualify as a member of the committee.

5.4 Vacancies

Vacancies on any committee may be filled for the unexpired portion of the term in accordance with Article 5.2 above.

5.5 Resignation

Any member of any committee may resign at any time by delivering written notice thereof to the President, the Secretary or the chairperson of such committee, or by giving oral or written notice at any meeting of such committee. Any such resignation shall take effect at the time specified therein or, if the time is not specified, upon delivery thereof and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

5.6 Removal of Committee Member

The Board may remove by a majority vote of the Directors then in office any member on any committee with or without cause.

5.7 Compensation

The Directors, including any Director that also serves as an officer of the corporation, shall serve without compensation from the corporation; provided however, that the Directors may receive reimbursement of expenses actually incurred in connection with attending Board of Directors meetings and in accordance with policies adopted by the Board.

ARTICLE 6. OFFICERS

6.1 Number and Title of Officers

The officers of the corporation shall be a Chair, Vice Chair, a President, a Secretary, a Treasurer, and such other officers, with such titles and duties as shall be determined by the Board. Any number of offices may be held by the same person, except that no person serving as the Secretary or the Treasurer may serve concurrently as the Chair, the Vice-Chair, or the President.

6.2 Election of Officers

The officers of the corporation shall be chosen by and serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Officers need not be Directors except that the Chair and the Vice-Chair each must be a Director. Each officer shall hold office until removed or replaced. Officers shall be eligible for re-election without limitation on the numbers of terms they may serve.

6.3 Subordinate Officers

The Board may appoint such other officers as the business of the 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.

6.4 Removal and Resignation of Officers

Any officer may be removed at any time, with or without cause, by the affirmative vote of majority of the Directors then in office.

Any officer may resign (without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party) at any the time by giving notice to the corporation. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of any resignation shall not be necessary to make it effective.

6.5 Vacancies in Offices

A vacancy in any office created by the death, resignation, removal, disqualification, creation of a new office, or any other cause may be filled by these Bylaws for regular election or appointment to that office.

6.6 Chair

The Chair shall be selected from the Directors and shall, if present, preside at all meeting of the Board. The Chair shall exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by these Bylaws.

6.7 Vice-Chair

The Vice-Chair shall be selected from the Directors and shall perform the duties and exercise the authority of the Chair in the event of the Chair's absence. The Vice-Chair shall also perform such other duties as are assigned by the Board.

6.8 President

Subject to the control of the Board, the President shall be the executive director of the corporation and shall have general supervision, direction and control over the business and officers of the corporation. He or she shall have the general power and duties of management usually vested in the office of chief executive officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Boards, any powers or duties vested in the President may be delegated by him or her to such subordinates as he or she may choose.

6.9 Absence or Disability of the President

In the absence or disability of the President, the President's designee 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. Such designee shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board.

6.10 Secretary

The Secretary shall keep or cause to be kept at the principal executive office or at such other place as the Board may direct, a book of minutes of all the meetings and actions of the Board and committees of Directors, with the time and place of holding,

whether regular or special, and, if special, how authorized, the notice given, the names of those present at Director's meetings or committee meetings and the proceedings.

The Secretary shall give, or cause to be given, notice of all meetings of the Board required by these Bylaws or by law to be given. He or she shall have such other powers and perform such other duties as may be prescribed by the Board or by these Bylaws.

6.11 Treasurer

The Treasurer shall keep and maintain, or cause to be maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts or disbursements. The books of account shall at all reasonable times be open to inspection by any Directors.

The Treasurer shall deposit or cause to be deposited all monies or other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the Board and shall have the authority to execute and affix the endorsement of the corporation upon any negotiable instruments for the purpose of making any such deposit. He or she shall render to the Board, whenever it requests it, an account of all of his or her transactions as Treasurer and of the financial condition of the corporation and shall have such other powers and perform such other duties as may be prescribed by the Board or these Bylaws.

6.12 Approval of Compensation

The Board or an authorized committee of the Board shall review and approve the compensation, including benefits, of the President and the Treasurer to assure that it is just and reasonable. The review and approval shall occur initially upon the hiring of the officer, whenever the term of employment if any, of the officer if renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

ARTICLE 7. CORPORATE RECORDS AND REPORTS

7.1 Public Records Requirements

The corporation shall comply with the Public Records Act as set forth in RCW 42.56.

7.2 Corporate Records

The corporation shall keep adequate and correct records of accounts and minutes of the proceedings of its Board and committees of the Board. The minutes shall be kept in written form. Other books and records shall be kept in either written form or in any other form capable of being converted into written form.

7.3 Inspection

Each Director shall have the absolute right to inspect at any reasonable time all books, records and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. Any inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and make extras of documents

7.4 Annual Report

The Board shall cause an annual report to be sent to each Director not later than one hundred twenty (120) days after the close of the corporation's fiscal year. That report shall contain in appropriate detail the following:

- (1) the assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (2) the principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (3) the revenue or receipt of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year; and
- (4) the expenses or disbursement of the corporation for both general and restricted purposes, during the fiscal year.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer or the corporation that such statements were prepared without audit from the books and records of the corporation

This requirement of an annual report shall not apply if the corporation receives less than \$25,000 in gross revenues or receipts during the fiscal year; provided, however, that a report with the information required for the inclusion in an annual report must be furnished annually to all Directors.

**ARTICLE 8. INTERESTS OF DIRECTORS
AND OFFICERS**

8.1 Compensation

Directors who receive any compensation for services in any capacity, directly or indirectly, from the corporation may not vote on matters pertaining to that Director's compensation.

8.2 Conflict of Interest

Directors and officers shall disclose to the Board any financial interest which the Director or officer directly or indirectly has in any person or entity which is a party to a transaction under consideration by the Board. The interested Director or officer shall abstain from voting on the transaction.

8.3 Review of Certain Transactions

Prior to entering into any compensation agreement, contract for goods or services, or any other transaction with any person who is in a position to exercise influence over the affairs of the corporation, the Board shall establish that the proposed transaction is reasonable when compared with a similarly-situated organization for functionally comparable positions, goods or services rendered.

**ARTICLE 9. ADMINISTRATIVE AND FINANCIAL
PROVISIONS**

9.1 Loans

No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances. In addition, the corporation may not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220.

9.2 Loans or Extensions of Credit to Officers and Directors

No loans shall be made and no credit shall be extended by the corporation to its officers or Directors.

9.3 Checks, Drafts, Etc.

All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the corporation shall be signed by such

officer or officers, or agent or agents, of the corporation and in such manner as is from time to time determined by resolution of the Board.

9.4 Accounting Year

Unless a different accounting year is at any time selected by the Board, the accounting year of the corporation shall be on the last day of June in each year.

9.5 Rules of Procedure

The rules of procedure at meetings of the Board and committees of the Board shall be rules contained in Roberts' Rules of Order on Parliamentary Procedure, Newly Revised, so far as applicable and when not inconsistent with these Bylaws, the Articles of Incorporation or any resolution of the Board.

9.6 Distribution of Assets Upon Dissolution

All the property and assets of this corporation are irrevocably dedicated to the charitable and educational purposes described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). Upon dissolution, winding up or abandonment of the corporation, its assets remaining after payment, or provisions for payment, of all debts and liabilities shall be distributed to one or more organizations each of which is then described in Section 501(c)(3) of the Code.

Notwithstanding the foregoing, any public school funds of the corporation that have been provided pursuant to RCW 28A.710.220 must be returned to the state or local account from which the public funds originated. In addition, assets, if any, which are not subject to attachment, execution or sale for the corporation's debt and liabilities may be distributed pursuant to the following provisions even though all debts and liabilities have not been paid or adequately provided for:

- (1) Assets held upon a valid condition requiring return, transfer, or conveyance, which condition has occurred or will occur by reason of the dissolution, shall be returned, transferred, or conveyed in accordance with the condition.
- (2) Except as provided in subsection (1) above, assets held under a trust shall be disposed of in compliance with the provisions of the trust.

ARTICLE 10. AMENDMENTS

These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted at any meeting of the Board. During any period that the corporation is operating a charter school pursuant to a charter petition approved by a school district, these Bylaws may not be amended in a manner that materially alters the charter, without the consent of

the authorizing school district or other Washington legislative body, if such consent is required under the charter.

Certificate of Secretary

The undersigned Secretary of Green Dot Public Schools Washington State (“Corporation”), a Washington non-profit corporation, certifies that the foregoing Bylaws were duly adopted by a majority vote of the members of the Board then in office at a meeting of the Board duly called and held on _____ in compliance with the Bylaws of the Corporation and in compliance with the notice, agenda and _____ and at which a quorum of the Board was present and acting throughout the meeting.

Date: _____

Signature: _____
Board Secretary

Appendix 3

Board Roster and Disclosures

**Green Dot Public Schools: Washington State Charter School
Board Member Certification Form**

Note: The purpose of this document is to provide disclosure. Green Dot Public Schools: Washington State ('the School') Board operates according to its own bylaws and applicable law in regard to conflicts of interest. This form is a public document and will be available at the School for inspection by other board members, the staff, or the community. In addition, a copy of the form will be sent to the Commission.

Background

1. Full legal name:

2. I affirm that I am at least 18 years of age by the date of appointment to the Green Dot Public Schools: Washington State Board.

Yes, I affirm.

3. Indicate whether you have ever been convicted or pled "no contest" of one or more of the following:

a. a misdemeanor related to honesty or trustworthiness, or

b. a felony.

Does not apply to me.

Yes

If the answer to this question is yes, please provide details of the offense, the date, disposition, etc., in the space below.

4. Indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or Commission attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me.

Yes

Board Member Certification Form (continued)

Conflicts

1. Indicate whether you, your spouse, or anyone in your immediate family meets either of the following conditions:

- a. is doing or plans to do business with the School (whether as an individual or as a director, officer, employee or agent of any entity).
- b. any entity in which one of the above-identified individuals has an interest is doing business or plans to do business with the School.

If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the School.

- I/we do not know of any such persons.
 - Yes
-
-
-

2. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the School or a contractor who is conducting business with the School. If so, please indicate the precise nature of the business that is being or will be conducted.

- I/we do not anticipate conducting any such business.
- Yes

Indicate any potential ethical or legal conflicts of interest that would (or are likely to) exist for you as a member of the School Board or another School or non-profit board. [Note that being a parent of a School student, serving on another Contract School’s board or being employed by the School are conflicts for certain issues that should be disclosed.]

- None
 - Yes. If yes, please provide additional information.
-
-
-

Disclosures for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or any immediate family member knows (i.e., beyond a casual or professional acquaintance) any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship.

- I/we do not know of any such persons.
- Yes

Board Member Certification Form (continued)

Conflicts for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse or other immediate family members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interested indicated, please provide a detailed description.

- I/we have no such interest.
- Yes

2. Indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

- I/we do not anticipate conducting any such business.
- Yes

Other

1. I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, _____, certify to the best of my knowledge and ability that the information I am providing to the Washington Charter School Commission in regard to my application to serve as a member of the board of directors of the Green Dot Public Schools: Washington State is true and correct in every respect.

Signature Date

Appendix 4

CONFLICTS OF INTEREST POLICY

GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE

Article I

Purpose

The purpose of the conflict of interest policy is to protect Green Dot Public Schools Washington State's ("GDPSWA") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the GDPSWA or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person. If a person is an interested person with respect to any entity in which the organization is a part, he or she is an interested person with respect to all entities.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a.** An ownership or investment interest in any entity with which the GDPSWA has a transaction or arrangement,
- b.** A compensation arrangement with the GDPSWA or with any entity or individual with which the GDPSWA has a transaction or arrangement, or
- c.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the GDPSWA is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III,

Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether GDPSWA can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in GDPSWA's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from GDPSWA for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from GDPSWA for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from GDPSWA, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands that GDPSWA is non-profit and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure that GDPSWA operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to GDPSWA's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, GDPSWA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Appendix 5

Education Service Provider (ESP) Contract Guidelines

1. The maximum term of an ESP agreement must not exceed the term of the Contract. After the second year that the ESP agreement has been in effect, the school must have the option of terminating the contract without cause or a financial penalty.
2. ESP agreements must be negotiated at 'arms-length.' The Contract school's board and ESP must have independent legal counsel to represent their interests in reaching a mutually acceptable management agreement.
3. No provision of the ESP agreement shall interfere with the Contract school board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Contract school. No provision of the ESP agreement shall prohibit the Contract school board from acting as an independent, self-governing public body, or allow decisions to be made other than in compliance with the Washington Sunshine Law.
4. An ESP agreement shall not restrict the Contract school board from waiving its governmental immunity or require a Contract school board to assert, waive or not waive its governmental immunity.
5. No provision of an ESP agreement shall alter the Contract school board's treasurer's legal obligation to direct that the deposit of all funds received by the Contract school be placed in the Contract school's account.
6. ESP agreements must contain at least one of the following methods for paying fees or expenses: 1) the Contract school board may pay or reimburse the ESP for approved fees or expenses upon properly presented documentation and approval by the Contract board; or 2) the Contract board may advance funds to the ESP for the fees or expenses associated with the Contract school's operation provided that documentation for the fees and expenses are provided for Contract school board ratification.
7. ESP agreements shall provide that the financial, educational and student records pertaining to the Contract school are Contract school property and that such records are subject to the provisions of the Washington Open Records Act. All Contract school records shall be physically or electronically available, upon request, at the Contract school's physical facilities. Except as permitted under the Contract and applicable law, no ESP agreement shall restrict the Commission's access to the Contract school's records.
8. ESP agreements must contain a provision that all finance and other records of the ESP related to the Contract school will be made available to the Contract school's independent auditor.
9. The ESP agreement must not permit the ESP to select and retain the independent auditor for the Contract school.
10. If an ESP purchases equipment, materials and supplies on behalf of or as the agent of the Contract school, the ESP agreement shall provide that such equipment, materials and supplies shall be and remain the property of the Contract school.

11. ESP agreements shall contain a provision that if the ESP procures equipment, materials and supplies at the request of or on behalf of the Contract school, the ESP shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties.

12. ESP agreements must contain a provision that clearly allocates the respective proprietary rights of the Contract school board and the ESP to curriculum or educational materials. At a minimum, ESP agreements shall provide that the Contract school owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the Contract school; or (ii) were developed by the ESP at the direction of the Contract school governing board with Contract school funds dedicated for the specific purpose of developing such curriculum or materials. ESP agreements may also include a provision that restricts the Contract school's proprietary rights over curriculum or educational materials that are developed by the ESP from funds from the Contract school or that are not otherwise dedicated for the specific purpose of developing Contract school curriculum or educational materials. All ESP agreements shall recognize that the ESP's educational materials and teaching techniques used by the Contract school are subject to state disclosure laws and the Open Records Act.

13. ESP agreements involving employees must be clear about which persons or positions are employees of the ESP, and which persons or positions are employees of the Contract school. If the ESP leases employees to the Contract school, the ESP agreement must provide that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the Contract school or working on Contract school operations. If the Contract school is staffed through an employee leasing agreement, legal confirmation must be provided to the Contract school board that the employment structure qualifies as employee leasing.

14. ESP agreements must contain insurance and indemnification provisions outlining the coverage the ESP will obtain. The ESP's insurance is separate from and in addition to the insurance for the Contract school board that is required according to the Contract. Insurance coverage must take into account whether or not staff at the school are employees of the ESP or the school.

15. Marketing and development costs paid by or charged to the Contract school shall be limited to those costs specific to the Contract school program, and shall not include any costs for the marketing and development of the ESP.

16. If the Contract school intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the ESP, then such agreements must be separately documented and not be a part of or incorporated into the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the school.

Appendix 6

Identification of Documentation Required for Annual Performance Report

The Commission will require submission of, or access to materials or data from the school for oversight and accountability of the school.

Pursuant to RCW 28A.710.040(2)(f), the school shall publish annually for delivery to the Commission and each parent with children enrolled in the school a school performance report in model form under RCW 28A.655.110. The school performance report shall include, but is not limited to:

- A brief statement of the mission of the school and the school district;
- Enrollment statistics including student demographics;
- Expenditures per pupil for the school year;
- A summary of student scores on all mandated tests and interim assessment measures;
- A concise annual budget report;
- Student attendance, graduation, and dropout rates;
- Information regarding the use and condition of the school building or buildings;
- A brief description of the learning improvement plans for the school;
- A summary of the feedback from parents and community members obtained under RCW [28A.655.115](#); and an invitation to all parents and citizens to participate in school activities.

Performance Review and Ongoing Oversight

The school must also provide any documents, data or information that the Commission deems necessary for ongoing oversight, accountability, and compliance monitoring.

Appendix 7

Mission-Specific Educational Goals

The School must satisfy the school specific performance expectations and measures set out below, provided that these provisions may be refined or amended by mutual agreement after the School is operating and has collected baseline achievement data for its enrolled students.

Domain	Metric	Target
Student Achievement & Growth	Average growth on Scholastic Reading Inventory (SRI)	80 points
	% of students proficient or greater on 4 unit math assessments	40% proficient or above
	% of students with an Student Growth Percentile of 60 or above	50%
School Culture	% of Certificated staff recommending Green Dot as an employer	70%
	% of Classified staff recommending Green Dot as an employer	70%
	% of Parents completing volunteer hours	80%
	% of students suspended in current year vs. previous year	Decrease of 10% each year
	Classified Survey: At my school, plans, policies, & decisions made at the school demonstrate a focus on mission.	2.8 out of 4.0
	Classified Survey: My school is preparing students for college.	2.8 out of 4.0
	Classified Survey: Overall score	2.8 out of 4.0
	Family Survey: % recommending their student's school to a friend	85%
	Family Survey: Teachers at this school have helped me to help my student get ready for their next step in their education.	3.2 out of 4.0
	Family Survey: Teachers at this school have helped my student set high academic goals.	3.2 out of 4.0
	Student Survey Average: My school is preparing me for college.	3.2 out of 4.0
	Student Survey: % recommending their school to a friend	70%
	Student Survey: I feel safe at this school.	3.0 out of 4.0
	Student Survey: My school is preparing me for my future.	3.0 out of 4.0
	Student Survey: Overall Average	3.2 out of 4.0
	Teacher Observation: Overall Average	2.69 out of 4.0
	Teacher/Counselor Survey: At my school, plans, policies, & decisions made at the school demonstrate a focus on mission.	2.8 out of 4.0
	Teacher/Counselor Survey: My school is preparing students for college.	3.2 out of 4.0
Teacher/Counselor Survey: Overall score	3.2 out of 4.0	
Program Success	% Tardies	3% or fewer
	Average Daily Attendance	91% or greater
	D & F Grade Data	20% Ds & F's or less
	Retention Rates	90%
	SPED IEP Compliance	98%

Green Dot Washington State has set mission-specific organizational goals and targets:

Financial Goals:

- Green Dot Washington State will maintain organizational strength by demonstrating fiduciary and financial responsibility. External, annual audit reports will demonstrate that Green Dot Washington State exceeds professional accounting standards.
- Budgets for each year will demonstrate effective allocation of financial resources to ensure effective delivery of the school's mission.
- The Finance Committee of the Board of Directors will review this budget quarterly.
- Green Dot Washington State will be fully enrolled and demonstrate high levels of daily attendance and cohort retention.

Governance Goals:

The Board of Directors will conduct a formal annual review to measure the effectiveness of the region's leadership using one formal evaluation per year.

- The Board of Directors will conduct an annual self-evaluation to assess strengths and weaknesses of the Board.
- The Board of Directors will review the bylaws annually and update as necessary.

Operational Goals:

- Based on results of the Administrator Survey, we will evaluate a series of prompts (sample below):
 - Assistance in dealing with employee relations issues (employee discipline) meets my expectations.
 - The quality of teacher candidates meets my expectations.
 - Processing of new employees meets my expectations.
 - Our school consistently has reliable internet access.
 - I receive timely and accurate financial information on a monthly basis.
 - The janitorial staff at our school keeps the school clean and is responsive to our needs.
 - The Regional Office supports me in running an effective food service program.
 - The services I receive from my security vendor meet my expectations.

Overall Goals:

- Green Dot's vision is widely shared by all members of our school community.
- The Green Dot Home Office team is more effective than a school district's Central Office.
- The Green Dot Home Office establishes and clearly communicates the expectations and goals for the organization.
- The Green Dot Home Office builds a culture that promotes ethical practices, integrity and a positive work climate.
- The Green Dot Home Office consistently responds to campus requests in a timely and appropriate manner.

Appendix 8

Enrollment Policy

Enrollment Policy A. 1.0

Policy: Non Discrimination

Green Dot Public Schools does not discriminate against any student on the basis of the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) in any of its policies, practices, or procedures. Green Dot Public Schools "Discrimination/Harassment Policy" complies with the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Individuals With Disabilities Education Act of 1990, and other applicable federal and state laws.

Enrollment Policy A. 2.0

Policy: Admissions

Green Dot Public Schools operates independent charters. Admissions policies may vary based on the type of school. Each school shall follow the admission portion of the charter. Any student applying for admission after expulsion from their current school district must provide appropriate documentation that their rehabilitation guidelines have been met before acceptance into a Green Dot school. The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the charter school's principal or Discipline Review Panel and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the School at the time the pupil seeks readmission.

Definitions:

An "Independent Charter School", as defined by this policy, is one that operates independently of the school district in almost all respects and has the greatest degree of flexibility to design and implement the goals and procedures described in their charter petition.

Admissions for Independent Charters

Independent charters are open to all students in California. Students must fill out a one-page application and meet all deadlines for the application process. If more students apply by the deadline than there are seats available, students are selected by a public lottery process.

Enrollment Policy A. 3.0

Policy: Lottery Procedures

Green Dot Public Schools operates independent charters.

Lottery Application Forms

One Page Application: All students, including siblings need to turn their application in prior to the lottery deadline.

- One-page applications received after the lottery deadline will be placed on the waitlist in the order they were received.
- One-page applications received after the lottery deadline for all preference groups outlined in the school's charter will be placed at the top of the waitlist

Intent to Enroll Forms:

- Students residing in the conversion schools' attendance area must submit an Intent to Enroll form prior to the lottery date. After the lottery date, students will be placed in a school based on availability.

Sibling Preference defined as:

- Students of the same parent; or if a student can show legal documentation of same guardian of existing student.
- Sibling of a currently enrolled student at any grade level or of a graduate of the school.

Recommended Lottery Procedures

- If you have more applications than seats available for your school you must hold a random public lottery
- Each applicant's name will be assigned a number (post the list with number assignment before the drawing begins)
- Each name & number will be put on the same card of equal size and shape
- The card is then placed in a container (tumbler) that will randomly mix cards.
- A random drawing will occur and the appropriate number of students chosen will be selected. Make sure you announce how many spaces are available before you pull the first card. (Please note that siblings do not participate in the lottery and are already slated a spot. Ex. If you have 10 siblings you are only drawing 130 students at the lottery)
- Once the student list is set, you continue to pull numbers to determine the order of the waitlist.
- An observer other than the person drawing the cards, will collect the cards in order and enter the results into an electronic database.
- Database will be double checked to ensure accuracy.
- Database will be made public as soon as possible both online and posted in public locations. It will also be kept on file at the school site.
- Results will be mailed to applicants (notify them of acceptance or waitlist status)
- Follow-up phone calls will also be made.

Enrollment Process and Information Packet

Once a student has been selected in the random public lottery we must mail out an acceptance letter to the family and allow the family two weeks to send back its acceptance. During this two week period, schools should also call the families to confirm attendance. Staff members will document all attempts to call the families and any responses. If we have not received confirmation within two weeks the student will be dropped and a student on the waitlist will be offered placement.

Each school must ensure that each admitted student submits:

- Completed Information Packet
- Emergency Card
- Immunization Records in accordance with RCW 28A.210 and Chapter 392-380 WAC.
- Transcripts
- Lunch Application
- IEP or Section 504 plan, if applicable

Enrollment Policy A. 4.0

Policy: Student Transfers

No Green Dot school will restrict the ability of parents/guardians to exit a particular school, apply for admission at any other school, enroll at another school, or maintain a waitlist slot at another school.

Enrollment Policy A. 5.0

Policy: Waitlist Management

All students that do not receive a placement during the random, public lottery will be placed on a waiting list to enroll should space become available. Waitlist ranking will be assigned in the order selected. A student is only removed from a waitlist per parent request.

Enrollment Policy A. 6.0

Policy: Homeless Students

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students.

A homeless student is defined as a person between the ages of two and eighteen who lacks a fixed, regular, and adequate nighttime residence and may:

- Live in a emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings
- Live “double-up” with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster)
- Live in a hotel or motel
- Live in a trailer park or campsite with their family
- Have been abandoned at a hospital
- Be awaiting foster placement in limited circumstances
- Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations
- Be a migratory or abandoned, runaway, or throwaway youth that qualifies as homeless because he/she is living in circumstances described above

The law requires the immediate enrollment of homeless students. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the new school to request all necessary documents from the previous school, and refer parents to all programs and services for which the student is eligible.

Enrollment Policy A. 8.0

Policy: Returning Student Policy

Enrolled students may at any time request to transfer to another school. Green Dot Public Schools will encourage them to stay, especially if it is mid-semester. In a situation that a student does leave and later chooses to return, the student must complete an application and return it to the main office. When the application is submitted, the student will be informed if there is space available or if they will be placed on the waiting list, pursuant to the enrollment policy. Students who have been incarcerated must attend a conference with their parent/ guardian and an administrator before returning to the school. Students who have been previously expelled must complete the re-enrollment process outlined in the Green Dot Discipline Policy prior to being eligible to return to school.

Enrollment Policy A. 9.0

Policy: Withdrawal

If a parent wishes to withdraw or transfer a student from Green Dot Public Schools, it is his/her responsibility to notify the Principal. In some cases, the Principal may want to meet with the student’s parents as well. In addition, the student must follow the returning student policy if he/she wishes to return to Green Dot Public Schools. Students will receive unofficial transcripts until all books are returned and fees are paid.

Enrollment Policy A. 10.0

Policy: Student Records

Inspection of Records

Parents, legal guardians, or adult students have a right to review their own or child's student records. Student records are available for review during regular school hours. Written requests for access should be directed to the Principal, and will be granted within five days from the date of the request. In the case of separated or divorced parents, both parents shall have equal access to school records, unless there is a current restraining order specifically preventing record access. It is the responsibility of the parent to produce legal documentation of this nature. (A restraining order preventing access to the student does not prevent access to records.)

Maintenance of Records

A log is maintained for each student's record which lists all persons or organizations requesting or receiving information from that record. Requests to access the log should be directed to the school Principal.

Release and/or Duplication of Records

Schools may permit access to student records by a specific person if the parent has filed written authorization specifying the records to be released and identifying the person to whom the records may be released. The recipient must be notified that further transmission of records is prohibited. The consent notice shall be permanently kept with the student's record file. Student records may be released without parent or guardian consent as permitted by law. Outside organizations, such as law enforcement agencies and child and family services may be granted access to student records. Such requests will be recorded in the access log in the students' file.

Records

There are three types of student educational records: mandatory permanent records, mandatory interim records, and permitted records.

Mandatory permanent records are to be kept in perpetuity. Examples include:

- Name, birth date, place of birth, gender
- Name and address of parent
- Subjects taken during the school year
- Date of graduation
- Mandatory interim records are those which schools are required to compile and maintain for a stipulated period of time and then they may be destroyed. Examples of this type of record include:
 - Health information
 - Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
 - Progress reports
 - Permitted records are student records that the school district maintains for appropriate educational purposes such as program placement and programming of student class schedules. Examples include: State and district assessment results, objective Counselor and/or teacher ratings, routine discipline data, and verified reports of relevant behavior patterns

Student Record Access Log- should include:

- Name of person(s) to whom the information was disclosed (or, if no disclosure was made, from whom the request was received)
- The reason for disclosure
- The time and circumstances of disclosure
- The particular records that were disclosed

Record Storage

- All student records should be locked and kept on site.

Attachment 11: CRESST Study

Executive Summary

[From Herman, J.L., Wang, J., Rickles, J., Hsu, V., Monroe, S., Leon, S., & Straubhaar, R. (2012). *Evaluation of Green Dot's Locke Transformation Project: Findings for cohort 1 and 2 students* (CRESST Report 815). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST)].

CRESST REPORT 815

EVALUATION OF GREEN DOT'S LOCKE TRANSFORMATION PROJECT: FINDINGS FOR COHORT 1 AND 2 STUDENTS

MAY, 2012

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UCLA | Graduate School of Education & Information Studies

**Evaluation of Green Dot's Locke Transformation Project:
Findings for Cohort 1 and 2 Students**

CRESST Report 815

Joan Herman, Jia Wang, Jordan Rickles, Vivian Hsu, Scott Monroe, Seth Leon,
and Rolf Straubhaar
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May, 2012

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The work reported herein was supported by grant number 52306 from the Bill and Melinda Gates Foundation with funding to the National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

The findings and opinions expressed in this report are those of the authors and do not necessarily reflect the positions or policies of the Bill and Melinda Gates Foundation.

To cite from this report, please use the following as your APA reference: Herman, J.L., Wang, J., Rickles, J., Hsu, V., Monroe, S., Leon, S., & Straubhaar, R. (2012). *Evaluation of Green Dot's Locke Transformation Project: Findings for cohort 1 and 2 students* (CRESST Report 815). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

We would like to thank the Los Angeles Unified School District, especially the Office of Data and Accountability, for its support of this study. We would also like to thank Bob Linn, David Silver, and Ron Dietel for reviewing the report and for their thoughtful feedback.

Our special thanks go to Mark Hansen, Danny Dockterman, Laquita Stewart, Karisa Peer, and Fred Moss. Without their assistance, this project would not have been possible.

EXECUTIVE SUMMARY

In the fall of 2007, Alain Leroy Locke High School, historically one of California's lowest performing secondary schools, began its transition into a set of smaller, Green Dot Charter High Schools. Green Dot's goals for the transformation effort were clear: to create high performing, urban schools where all young adults receive the education they need to be prepared for college, leadership, and life. With a grant from the Bill and Melinda Gates Foundation, the National Center for Research on Evaluation, Standards and Student Testing (CRESST) was charged with monitoring the progress and effects of the Green Dot Public Schools' Locke transformation.

The Green Dot Locke (GDL¹) transition began with two small, off-site schools and was completed in Fall, 2008, when Green Dot assumed full responsibility for the existing Locke campus, the total neighborhood catchment area, and the full student community, grades 9-12. Based on the two cohorts of 9th grade students who entered GDL in 2007 and 2008 respectively, CRESST used a range of student outcomes to monitor the progress of the GDL transformation. The study employed a strong quasi-experimental design with propensity score matching. Entering GDL students and comparison students from demographically similar neighborhood high schools were carefully matched on their 8th grade achievement and demographics.

Analyses revealed consistent, positive effects for the GDL transformation: Results suggested that GDL students performed better on multiple indicators than they would have if they had attended a demographically comparable LAUSD high school. Statistically significant, positive effects generally were more prevalent for Cohort 2, who started as 9th graders in 2008-2009, than for Cohort 1, who started in 2007-2008 prior to GDL's complete transition. For example, compared to control students, Cohort 2 GDL students were more likely to:

- persist in school over time;
- take and pass key 9th, 10th, and 11th grade college preparatory courses;
- take and pass a total of eight or more key college preparatory courses;
- score higher on the California High School Exit Examination (CAHSEE) on their first attempt;
- pass the English Language section of the CAHSEE on their first attempt; and

¹ Throughout this report, Green Dot Locke (GDL) refers to the Green Dot Locke High School Transformation Project.

- pass both the English Language and mathematics sections of the CAHSEE by the end of 11th grade.

Moreover, GDL students' performance on California Standards Tests (CST) was promising; virtually every descriptive comparison favored GDL students. Statistically significant differences were found for the GDL Cohort 2 students in mathematics.

GDL results are particularly impressive in light of GDL's Cohort 2 increased persistence rates. That is, the higher persistence rates may suggest that GDL is retaining more, lower performing students who otherwise might have dropped out, yet still is maintaining an advantage in CST scores. Further, even as GDL Cohort 2 shows more statistically significant, positive effects than does Cohort 1, Cohort 1 graduation and college readiness rates, as judged by A-G completion, are impressive. For students who remained at their schools for four years, the GDL graduation rate was 24 percentage points higher than that for the comparison group. Further, the college readiness rate was 34 percentage points higher for GDL graduates than for comparison group graduates (Cohort 2 students were in 11th grade and had not yet progressed to graduation at the time of the study).

In conclusion, Green Dot Public School's transformation of Alain Leroy Locke High School is an impressive success story in many ways. First, previous charter school evaluations have rarely found such consistent, positive effects on a range of student outcomes using semi quantitatively rigorous methods. Secondly, GDL accomplished positive effects on student achievement while maintaining a student population similar to its original population prior to transformation and to the control schools used in the study. Lastly, given the pattern of increasingly positive results for Cohort 2 students, deeper results may well materialize for successive cohorts and as Cohort 2 students progress through high school and graduation. As GDL's story progresses, future chapters on additional cohorts of students may further solidify the evidence base.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

BUDGET NARRATIVE

Cost Justifications

Recruiting, Training, and Professional Development

The majority of costs included under “Recruiting, Training, and Professional Development” cover personnel costs during the planning year and first implementation year as the school focuses on identifying, recruiting, and preparing a cohort of highly effective teachers. These costs are not met by available public funding.

Administrators: A Green Dot administrator is hired during the Planning Year to lead parent and community engagement activities and oversee the hiring of school staff. Typically, 16.6% (or two months) of an annual salary of \$110,000 is requested to support this work in the planning year at each school.

Administrator in Residence: Green Dot operates an administrator residency program to recruit and train high-quality school leaders. Residents are trained in the Green Dot model with a focus on autonomous school leadership and developing educator effectiveness. A new Green Dot school hires one or two AIR graduates in the first two operational years. Typically, 16.6% (or two months) of an annual salary of \$85,000 is requested to support the training of Residents prior to placement at each school.

Director of New Teacher Support: During the planning year and beyond, Green Dot will provide new teachers with highly targeted training focused on induction to the Green Dot culture and proven instructional and classroom management strategies. The Director of New Teacher Support designs and delivers Green Dot's new teacher coaching, mentoring, and professional supports. Typically, 16.6% (or two months) of an annual salary of \$115,000 is requested to support this work at each school.

Curriculum Specialists: During the planning year and beyond, Green Dot works to adapt its proven curriculum to the identified needs of students in a new community. Four Curriculum Specialists (focused on English, Math, Science, and History) will both design new curricula elements and lead professional development sessions in effective delivery. Typically, 8.3% (or two months) of four annual salaries of \$75,000 is requested to support this work at each school.

Parent and Community Engagement

The majority of costs including under “Parent and Community Engagement” cover personnel costs during the planning year and first implementation year as the school establishes its reputation in the neighborhood through community awareness events, stakeholder consultation, outreach and informational activities, and enrollment drives. These costs are not met by available public funding.

Director of Community Engagement: Throughout the planning year, Green Dot meets with local political and community-based advocacy groups to gather input on a new school’s role in the community and explore potential partnerships. The Director of Parent and Community Engagement will lead these efforts and develop a strategic enrollment plan. Typically, 10–15% of an annual salary of \$115,000, depending on staff’s familiarity with the community and the political climate, is requested to support this work at each school.

Manager of Community Engagement: The Manager supports the work of the Director and takes a lead role in student communications and enrollment. Typically, 15–25% of an annual salary of \$70,000, depending on familiarity with the community and favorable political climate, is requested to support this work at each school.

Parent Coordinator: Each school employs a Parent Coordinator starting in the Planning Year to work with the Manager of Community Engagement and Enrollment Teams to ensure that all parents and members of the wider community are fully engaged in the design and implementation of the new school model. Typically, 100% of an annual salary of \$35,000 is requested to support this role during the Planning Year.

Enrollment Teams: Each school employs members of the local community during the planning year to communicate the mission and values of Green Dot in the neighborhood and lead door-to-door awareness and enrollment efforts. Typically, 15–25% of an annual salary of \$70,000, depending on familiarity with the community and favorable political climate, is requested to support this work at each school. Typically, each school will hire ten people working 160 hours at \$20 an hour.

Instructional Materials

A turnaround school often requires an entire inventory of books, computers, equipment and furniture for several hundred students to be purchased before a single dollar in public revenue has been received. Even startup schools, building one grade level at a time, are required to buy the instructional materials to support over a hundred students during the planning year. The following costs are not met by available public revenue.

Core Curriculum Textbooks: A new set of textbooks, aligned to both Common Core State Standards and State Subject Standards, are budgeted at \$300 per student and are typically purchased the year prior to a school opening, or a new grade starting. Each school budgets for a grade level of 200 students, or \$60,000, to account for long-term damages and/or losses.

Testing and Assessment Materials: All Green Dot schools conduct extensive assessments of incoming students during Summer Bridge prior to the start of school. Such assessments allow the school to assign students to an appropriate level of RTI intervention and teachers to begin developing differentiated instructional strategies. Testing and Assessment materials are budgeted at \$50 per student assuming a grade level of 150 students, or \$7,500, per school.

Classroom Materials and Supplies: Each school budgets for \$500 per classroom to allow teachers to purchase the materials needed to personalize the classroom prior to the turnaround school re-opening or the new school welcoming a new grade level.

Office Materials and Supplies: Each school budgets for \$50,000 for the initial purchase of all school office materials and supplies prior to the turnaround school re-opening or the new school welcoming its first grade level. Subsequent investment is budgeted at \$75 per new student, or \$11,250 per new grade level.

Printing and Copying: Each school budgets for \$15,000 for the initial purchase of all school printing and copying equipment and supplies prior to the turnaround school re-opening or the new school welcoming its first grade level. Subsequent investment is budgeted at \$75 per new student, or \$11,250 per new grade level.

Read 180: Read 180 is an online blended learning reading intervention program that has proven highly effective for both English Language Learners and those students entering Green Dot several grade levels behind. The Read 180 system comprises several components:

Read 180 Student Books: \$33 per book per participating student

Read 180 Teachers' Books: \$475 per book per participating teacher

Read 180 Library: \$5,200 per school

Read 180 Licenses: \$650 per participating student (initial setup cost)

System 44: For students struggling to access Read 180, System 44 provides phonics-based foundational reading intervention. System 44 comprises several components:

System 44 Student Books: \$33 per book per participating student

System 44 Teachers' Books: \$475 per book per participating teacher

System 44 Licenses: \$1,000 per participating student (initial setup cost)

Scholastic Reading Inventory (SRI) Diagnostic Tool: All students not enrolled in the Read 180 intervention program are evaluated using the SRI to assess reading proficiency and guide assignment of interventions, differentiated instructional strategies, and track progress. Assessment is \$40 per student.

Desktop Computers: Desktop computers are required to facilitate Read 180 and System 44 blended learning programs. Desktop computers, fully loaded with Windows, Antivirus, and appropriate software, are budgeted at \$1,350 each. New schools typically require up to 52 to meet needs, either purchased in the planning year or as grade levels are added.

Student Laptops and/or Chromebooks: Green Dot has conducted a two-year pilot evaluation of a number of tablets and portable devices. Chromebooks have proven to be the most cost-effective and adaptable to needs, especially at the middle school level. Laptops remain more effective for testing and assessment. Each new school typically budgets for up to 50 laptops/Chromebooks at \$520 each.

Laptop Carts: Each school requires a laptop cart to maintain security and keep devices fully charged. Budgeted at \$1,000 each.

Teacher Laptops and/or Chromebooks: The purchase of laptops or Chromebooks for teachers allows for real-time checks of student understanding and immediate analysis of student data while facilitating greater integration of online media and content into classroom instruction. Fully loaded teacher laptops and/or Chromebooks are budgeted at \$1,000 each.

Licensing: Green Dot schools utilize a number of proprietary systems requiring the purchase of initial licenses to be followed by annual license renewal. Though renewals are built into a school's operational budget, the initial purchase is a startup cost not covered by public revenue.

PowerSchool Licenses: Student database budgeted at \$18 per student during initial setup.

LEAF Licenses: Textbook and resource management system budgeted at \$1.50 per student during initial setup.

RaptorWare License: Site visitor management and security software budgeted at \$2,000 per school for initial setup.

Reading Books and Reference Materials: Purchase of school library books, both fiction and non-fiction. Each school budgets up to \$20,000 to purchase materials.

Teacher Professional Development Books: Each school purchases a set of professional development books and resources to support ongoing teacher training as part of Green Dot's comprehensive Educator Evaluation and Support Systems. Schools budget \$120 per teacher.

Modernization of School Infrastructure

Many school facilities, especially those at turnaround schools, lack the infrastructure and technology capacity to effectively utilize blended learning programs or grant students and teachers access to digital media and online content. Green Dot invests in infrastructure building prior to the school opening.

Classroom Fixtures, Furniture, and Equipment: Though startup schools require significant upfront investment in classroom furniture, fixtures, and fittings, experience has taught us that many turnaround schools require similar levels of investment to restock badly worn and damaged classrooms. Green Dot budgets \$4,500 per classroom.

Office Fixtures, Furniture, and Equipment: Similarly, investment is required in staff offices, either initially in startup schools or to replace damaged and worn materials in turnaround schools. Green Dot budgets \$2,000 per office.

Network Equipment (LAN, WAN, Routers, and Servers): Required to establish site network to facilitate blended learning and access to intranet and internet. Budgeted at between \$10,000 and \$25,000 per school dependent on availability of eRate subsidies and quality of existing network.

Firewall: Purchase and install of network firewall budgeted at \$3,000 per school.

Projectors: Classroom LCD projectors and/or Chromecast projection system budgeted at \$600 per classroom.

Smart Boards: Budgeted at \$2,000 per classroom.

VOIP Phones and cell phones: Facilitates communications between classrooms and offices and supports onsite security measures. Budgeted at \$350 per staff member. Administrators receive cell phones budgeted at \$350 per year.

Travel

Costs of required travel to a CSP annual meeting are included in the Model 2 budget only. Calculations are based on two people attending a two-day meeting within the continental United States.

Hotel 2 people x 2 nights x \$175/night = \$700

Flight 2 people x \$450/flight = \$900
Stipend 2 people x 2 days x \$50/day = \$200

Fringe Benefits

Fringe benefits include retirement contributions, Social Security, Health and Welfare Benefits, Medicare, and Workers' Compensation. Rate varies from person to person and is budgeted at an average 26% of applicable salaries.

Indirect Cost Rate

Green Dot has an approved Indirect Cost Rate of 13.8% applied to all salaries in California. A preliminary Indirect Cost Rate of 10% is applied to Washington and Tennessee pending formal approval. Details can be found in Attachment 7.

BUDGET NARRATIVE

Funding Models

The above costs are applied to new schools in the planning year and, in the case of startup schools, each year as new grade levels are added to full enrollment. Due to the different financial and operational realities due to number of grades served (three or four), school type (startup or turnaround), and region (California, Tennessee, or Washington), schools are classified as one of the following models and costs aggregated:

Model 1: California Startup Middle School (Expansion)

Funding new grade levels to existing startup middle schools in Los Angeles. Three schools fall under this model: *Ánimo* Charter Middle School #2 will add two additional grades in 2014 and 2015; *Ánimo* Avalon Charter Middle School and *Ánimo* Charter Middle School #1 will open in fall 2014 and add a grade level each year between 2014 and 2016. At full enrollment, these three schools will serve approximately 1,350 6–8 grade students annually.

Model 2: California Startup Middle School (Replication)

Funding establishment of new middle schools in Los Angeles and subsequent addition of grade levels each year to full enrollment. Three schools fall under this model: a new middle school (tentatively named *Ánimo* Pat Brown Charter Middle School) will open in 2015, adding a new grade level each year between 2015 and 2017; a new middle school (tentatively named *Ánimo* Inglewood Charter Middle School) will open in 2016, adding a new grade level each year between 2016 and 2018; and a new middle school (tentatively named *Ánimo* Jordan Charter Middle School) will open in 2016, adding a new grade level each year between 2016 and 2018. At full enrollment, these three schools will serve approximately 1,350 6–8 grade students annually.

Model 3: Tennessee Turnaround High School (Expansion)

Funding ongoing community engagement and student enrollment drive during first operational year at existing turnaround charter high schools in Memphis. One school falls under this model: Fairley High School will reopen as a Green Dot school in fall 2014, serving approximately 600 students annually.

Model 4: Tennessee Turnaround High School (Replication)

Funding initial turnaround of an existing low-performing high school in Memphis. Four schools fall under this model, scheduled to open in 2015, 2016, 2017, and 2018. These four schools will serve approximately 2,500 9–12 grade students annually.

Model 5: Tennessee Turnaround Middle School (Replication)

Funding initial turnaround of an existing low-performing middle school in Memphis. Five schools fall under this model: four turnaround middle schools are scheduled to open in 2015, 2016, 2017, and 2018, with a fifth scheduled for 2019, the planning of which will take place during the grant period. At full enrollment, these five schools will serve approximately 2,250 6–8 grade students annually.

Model 6: Washington Startup Middle School (Replication)

Funding establishment of new middle schools in Tacoma/Puget Sound and subsequent addition of grade levels each year to full enrollment. Two schools fall under this model: one is scheduled to open in 2015 and a second in 2016, each adding a grade level each year until full enrollment, at which time, the two schools will serve approximately 900 6–8 grade students annually.

Model 7: Washington Startup High School (Replication)

Funding establishment of new high schools in Tacoma/Puget Sound and subsequent addition of grade levels each year to full enrollment. Two schools fall under this model: one is scheduled to open in 2016 and a second in 2017, each adding a grade level each year until full enrollment, at which time, the two schools will serve approximately 1,200 9–12 grade students annually.

BUDGET NARRATIVE

Replication and Expansion Schedule

OPENS	REGION	SCHOOL	GRADES	MODEL
2013–2014	CA	Ánimo Charter Middle School #2	6–8	1
2014–2015	CA	Ánimo Avalon Charter Middle School	6–8	1
2014–2015	CA	Ánimo Charter Middle School #1	6–8	1
2014–2015	TN	Fairley High School	9–12	3
2015–2016	CA	Ánimo ‘Pat Brown’ Charter Middle School	6–8	2
2015–2016	TN	Tennessee Middle School 1	6–8	5
2015–2016	TN	Tennessee High School 2	9–12	4
2015–2016	WA	Washington Middle School 1	6–8	6
2016–2017	CA	Ánimo ‘Inglewood’ Charter Middle School	6–8	2
2016–2017	TN	Tennessee Middle School 2	6–8	5
2016–2017	TN	Tennessee High School 3	9–12	4
2016–2017	WA	Washington Middle School 2	6–8	6
2016–2017	WA	Washington High School 1	9–12	7
2017–2018	LA	Ánimo ‘Jordan’ Charter Middle School	6–8	2
2017–2018	TN	Tennessee Middle School 3	6–8	5
2017–2018	TN	Tennessee High School 4	9–12	4
2017–2018	WA	Washington High School 2	9–12	7
2018–2019	TN	Tennessee Middle School 4	6–8	5
2018–2019	TN	Tennessee High School 5	9–12	4
2019–2020	TN	Tennessee Middle School 5	6–8	5

BUDGET NARRATIVE

Model 1: California Startup Middle School (Expansion)

SCHOOL	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Ánimo Charter Middle School #2	Implementation 6 th and 7 th grade; Planning for additional grade level (150 students)	Operational 6 th –8 th grades	Operational 6 th –8 th grades	Operational 6 th –8 th grades	Operational 6 th –8 th grades
Ánimo Avalon Charter Middle School	Implementation 6 th grade; Planning for additional grade level (150 students)	Implementation 6 th and 7 th grade; Planning for additional grade level (150 students)	Operational 6 th –8 th grades	Operational 6 th –8 th grades	Operational 6 th –8 th grades
Ánimo Charter Middle School #1	Implementation 6 th grade; Planning for additional grade level (150 students)	Implementation 6 th and 7 th grade; Planning for additional grade level (150 students)	Operational 6 th –8 th grades	Operational 6 th –8 th grades	Operational 6 th –8 th grades
Prospective New Students	450	300	0	0	0

DESCRIPTION	COST BASIS	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
1. Personnel		\$177,756	\$130,800	\$0	\$0	\$0	\$308,556
Administrator-in-Residence	Recruiting, Training & Professional Development	\$27,556	\$0	\$0	\$0	\$0	\$27,556
Director of New Teacher Support	Recruiting, Training & Professional Development	\$23,000	\$46,000	\$0	\$0	\$0	\$69,000

Curriculum Specialists (x4)	Recruiting, Training & Professional Development	\$74,700	\$49,800	\$0	\$0	\$0	\$124,500
Manager of Community Engagement	Parent and Community Engagement	\$52,500	\$35,000	\$0	\$0	\$0	\$87,500
2. Fringe Benefits		\$48,240	\$37,367	\$0	\$0	\$0	\$85,607
Fringe Benefits	Fringe Benefits	\$48,240	\$37,367	\$0	\$0	\$0	\$85,607
3. Travel		\$0	\$0	\$0	\$0	\$0	\$0
4. Equipment		\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies		\$554,025	\$419,050	\$0	\$0	\$0	\$973,075
Core Curriculum Textbooks	Instructional Materials	\$180,000	\$120,000	\$0	\$0	\$0	\$300,000
Testing and Assessment Materials	Instructional Materials	\$40,000	\$40,000	\$0	\$0	\$0	\$80,000
Classroom Materials and Supplies	Instructional Materials	\$23,500	\$23,000	\$0	\$0	\$0	\$46,500
Office Materials and Supplies	Instructional Materials	\$60,000	\$60,000	\$0	\$0	\$0	\$120,000
Printing and Copying	Instructional Materials	\$60,000	\$60,000	\$0	\$0	\$0	\$120,000
Read 180 Student Books	Instructional Materials	\$14,850	\$9,900	\$0	\$0	\$0	\$24,750
Read 180 Teachers' Books	Instructional Materials	\$2,850	\$0	\$0	\$0	\$0	\$2,850
Read 180 Library	Instructional Materials	\$10,400	\$0	\$0	\$0	\$0	\$10,400
System 44 Student Books	Instructional Materials	\$4,950	\$3,300	\$0	\$0	\$0	\$8,250
System 44 Licenses	Instructional Materials	\$150,000	\$100,000	\$0	\$0	\$0	\$250,000

System 44 Teachers' Books	Instructional Materials	\$4,275	\$2,850	\$0	\$0	\$0	\$7,125
SRI Diagnostic Tool	Instructional Materials	\$3,200	\$0	\$0	\$0	\$0	\$3,200
6. Contractual		\$96,000	\$64,000	\$0	\$0	\$0	\$160,000
Enrollment Teams	Parent and Community Engagement	\$96,000	\$64,000	\$0	\$0	\$0	\$160,000
7. Construction		\$0	\$0	\$0	\$0	\$0	\$0
8. Other		\$0	\$0	\$0	\$0	\$0	\$0
10. Indirect Costs *		\$24,530	\$18,050	\$0	\$0	\$0	\$42,581
Agreed Federal Indirect Cost Rate	See Attachment 7	\$24,530	\$18,050	\$0	\$0	\$0	\$42,581
11. Training Stipends		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL		\$900,552	\$669,267	\$0	\$0	\$0	\$1,569,819

BUDGET NARRATIVE

Model 2: California Startup Middle School (Replication)

SCHOOL	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Ánimo “Pat Brown” Charter Middle School	Planning for opening with one grade level (150 students)	Implementation 6 th grade; planning for additional grade level (150 students)	Implementation 6 th and 7 th grade; planning for additional grade level (150 students)	Operational 6 th –8 th grades	Operational 6 th –8 th grades
Ánimo “Inglewood” Charter Middle School	NA	Planning for opening with one grade level (150 students)	Implementation 6 th grade; planning for additional grade level (150 students)	Implementation 6 th and 7 th grade; planning for additional grade level (150 students)	Operational 6 th –8 th grades
Ánimo “Jordan” Charter Middle School	NA	NA	Planning for opening with one grade level (150 students)	Implementation 6 th grade; planning for additional grade level (150 students)	Implementation 6 th and 7 th grade; planning for additional grade level (150 students)
Prospective New Students	150	300	450	300	150

DESCRIPTION	COST BASIS	2014–15	2015–16	2016–17	2017–18	2018–19	TOTAL
1. Personnel		\$74,438	\$136,116	\$184,016	\$109,578	\$47,900	\$552,048
Administrators	Recruiting, Training, and Professional Development	\$18,260	\$18,260	\$18,260	\$0	\$0	\$54,780
Administrators-in-Residence	Recruiting, Training, and Professional Development	\$13,778	\$27,556	\$27,556	\$13,778	\$0	\$82,668
Director of New Teacher Support	Recruiting, Training, and Professional Development	\$0	\$23,000	\$46,000	\$46,000	\$23,000	\$138,000

Curriculum Specialists (x4)	Recruiting, Training, and Professional Development	\$24,900	\$49,800	\$74,700	\$49,800	\$24,900	\$224,100
Parent Coordinator	Parent and Community Engagement	\$17,500	\$17,500	\$17,500	\$0	\$0	\$52,500
2. Fringe Benefits		\$20,322	\$39,743	\$57,088	\$36,687	\$16,923	\$170,762
Fringe Benefits	Fringe Benefits	\$20,322	\$39,743	\$57,088	\$36,687	\$16,923	\$170,762
3. Travel		\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$9,000
Required annual program meeting	Travel	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$9,000
4. Equipment		\$317,030	\$319,030	\$316,030	\$0	\$0	\$952,090
Desktops Computers	Instructional Materials	\$70,980	\$70,980	\$70,980	\$0	\$0	\$212,940
Laptop Carts	Instructional Materials	\$0	\$2,000	\$2,000	\$0	\$0	\$4,000
Firewall	Modernization of School Infrastructure	\$3,000	\$3,000	\$0	\$0	\$0	\$6,000
Projectors	Modernization of School Infrastructure	\$20,400	\$20,400	\$20,400	\$0	\$0	\$61,200
Smart Boards	Modernization of School Infrastructure	\$24,000	\$24,000	\$24,000	\$0	\$0	\$72,000
VOIP Phones	Modernization of School Infrastructure	\$11,900	\$11,900	\$11,900	\$0	\$0	\$35,700
Network Equipment	Modernization of School Infrastructure	\$25,000	\$25,000	\$25,000	\$0	\$0	\$75,000
Cell Phones	Modernization of School Infrastructure	\$750	\$750	\$750	\$0	\$0	\$2,250

Classroom Fixtures, Furniture & Equipment	Modernization of School Infrastructure	\$153,000	\$153,000	\$153,000	\$0	\$0	\$459,000
Office Fixtures, Furniture & Equipment	Modernization of School Infrastructure	\$8,000	\$8,000	\$8,000	\$0	\$0	\$24,000
5. Supplies		\$102,700	\$109,075	\$114,025	\$11,325	\$4,950	\$342,075
Read 180 Student Books	Instructional Materials	\$0	\$4,950	\$9,900	\$9,900	\$4,950	\$29,700
Read 180 Teachers' Books	Instructional Materials	\$0	\$1,425	\$1,425	\$1,425	\$0	\$4,275
Read 180 Licenses	Instructional Materials	\$97,500	\$97,500	\$97,500	\$0	\$0	\$292,500
Read 180 Library	Instructional Materials	\$5,200	\$5,200	\$5,200	\$0	\$0	\$15,600
6. Contractual		\$32,000	\$64,000	\$96,000	\$64,000	\$32,000	\$288,000
Enrollment Teams	Parent and Community Engagement	\$32,000	\$64,000	\$96,000	\$64,000	\$32,000	\$288,000
7. Construction		\$0	\$0	\$0	\$0	\$0	\$0
8. Other		\$0	\$0	\$0	\$0	\$0	\$0
10. Indirect Costs *		\$10,272	\$18,784	\$25,394	\$15,122	\$6,610	\$76,183
Indirect Cost Rate (CA)	13.8%	\$10,272	\$18,784	\$25,394	\$15,122	\$6,610	\$76,183
11. Training Stipends		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL		\$558,562	\$688,548	\$794,353	\$238,511	\$110,183	\$2,390,157

BUDGET NARRATIVE

Model 3: Tennessee Turnaround High School (Expansion)

SCHOOL	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Fairley High School	Operational 9 th -12 th grades				
Prospective New Students	600	0	0	0	0

DESCRIPTION	COST BASIS	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
1. Personnel		\$205,906	\$0	\$0	\$0	\$0	\$205,906
Administrators	Recruiting, Training, and Professional Development	\$55,000	\$0	\$0	\$0	\$0	\$55,000
Administrators-in-Residence	Recruiting, Training, and Professional Development	\$27,556	\$0	\$0	\$0	\$0	\$27,556
Director of New Teacher Support	Recruiting, Training, and Professional Development	\$37,950	\$0	\$0	\$0	\$0	\$37,950
Curriculum Specialists (x4)	Recruiting, Training, and Professional Development	\$24,900	\$0	\$0	\$0	\$0	\$24,900
Director of Community Engagement	Parent and Community Engagement	\$15,000	\$0	\$0	\$0	\$0	\$15,000
Manager of Community Engagement	Parent and Community Engagement	\$10,500	\$0	\$0	\$0	\$0	\$10,500

Parent Coordinator	Parent and Community Engagement	\$35,000	\$0	\$0	\$0	\$0	\$35,000
2. Fringe Benefits		\$54,609	\$0	\$0	\$0	\$0	\$54,609
Fringe Benefits	Fringe Benefits	\$54,609	\$0	\$0	\$0	\$0	\$54,609
3. Travel		\$0	\$0	\$0	\$0	\$0	\$0
4. Equipment		\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies		\$16,866	\$0	\$0	\$0	\$0	\$16,866
Read 180 Student Books	Instructional Materials	\$7,866	\$0	\$0	\$0	\$0	\$7,866
Read 180s Teachers' Books	Instructional Materials	\$3,800	\$0	\$0	\$0	\$0	\$3,800
Read 180 Library	Instructional Materials	\$5,200	\$0	\$0	\$0	\$0	\$5,200
6. Contractual		\$0	\$0	\$0	\$0	\$0	\$0
7. Construction		\$0	\$0	\$0	\$0	\$0	\$0
8. Other		\$0	\$0	\$0	\$0	\$0	\$0
10. Indirect Costs *		\$20,591	\$0	\$0	\$0	\$0	\$20,591
Indirect Cost Rate (TN)	10.0%	\$20,591	\$0	\$0	\$0	\$0	\$20,591
11. Training Stipends		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL		\$297,971	\$0	\$0	\$0	\$0	\$297,971

BUDGET NARRATIVE

Model 4: Tennessee Turnaround High School (Replication)

SCHOOL	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Memphis Charter High School #1	Planning for opening with all grade levels (600 students)	Operational 9 th –12 th grades	Operational 9 th –12 th grades	Operational 9 th –12 th grades	Operational 9 th –12 th grades
Memphis Charter High School #2	NA	Planning for opening with all grade levels (600 students)	Operational 9 th –12 th grades	Operational 9 th –12 th grades	Operational 6 th –8 th grades
Memphis Charter High School #3	NA	NA	Planning for opening with all grade levels (600 students)	Operational 9 th –12 th grades	Operational 9 th –12 th grades
Memphis Charter High School #4	NA	NA	NA	Planning for opening with all grade levels (600 students)	Operational 9 th –12 th grades
Prospective New Students	600	600	600	600	0

DESCRIPTION	COST BASIS	2014–15	2015–16	2016–17	2017–18	2018–19	TOTAL
1. Personnel		\$140,456	\$203,906	\$203,906	\$203,906	\$63,450	\$815,624
Administrators	Recruitment, Training, and Professional Development	\$27,500	\$27,500	\$27,500	\$27,500	\$0	\$110,000
Administrators-in-Residence	Recruitment, Training, and Professional Development	\$27,556	\$27,556	\$27,556	\$27,556	\$0	\$110,224
Director of New Teacher Support	Recruitment, Training, and Professional Development	\$0	\$37,950	\$37,950	\$37,950	\$37,950	\$151,800
Curriculum Specialists (x4)	Recruitment, Training, and	\$24,900	\$24,900	\$24,900	\$24,900	\$0	\$99,600

	Professional Development						
Director of Community Engagement	Parent and Community Engagement	\$15,000	\$30,000	\$30,000	\$30,000	\$15,000	\$120,000
Manager of Community Engagement	Parent and Community Engagement	\$10,500	\$21,000	\$21,000	\$21,000	\$10,500	\$84,000
Parent Coordinator	Parent and Community Engagement	\$35,000	\$35,000	\$35,000	\$35,000	\$0	\$140,000
2. Fringe Benefits		\$36,904	\$53,609	\$53,609	\$53,609	\$16,704	\$214,434
Fringe Benefits	Fringe Benefits	\$36,904	\$53,609	\$53,609	\$53,609	\$16,704	\$214,434
3. Travel		\$0	\$0	\$0	\$0	\$0	\$0
4. Equipment		\$196,850	\$196,850	\$196,850	\$196,850	\$0	\$787,400
Student Laptops and/or Chrome Books	Instructional Materials	\$26,000	\$26,000	\$26,000	\$26,000	\$0	\$104,000
Teacher laptops and/or Chromebooks	Instructional Materials	\$45,000	\$45,000	\$45,000	\$45,000	\$0	\$180,000
Desktop Computers	Instructional Materials	\$90,000	\$90,000	\$90,000	\$90,000	\$0	\$360,000
PowerSchool Licenses	Instructional Materials	\$12,600	\$12,600	\$12,600	\$12,600	\$0	\$50,400
LEAF Licenses	Instructional Materials	\$1,050	\$1,050	\$1,050	\$1,050	\$0	\$4,200
RaptorWare Licenses	Instructional Materials	\$2,000	\$2,000	\$2,000	\$2,000	\$0	\$8,000
Projectors	Modernization of School Infrastructure	\$19,000	\$19,000	\$19,000	\$19,000	\$0	\$76,000
Cell Phones	Modernization of School Infrastructure	\$1,200	\$1,200	\$1,200	\$1,200	\$0	\$4,800
5. Supplies		\$269,000	\$285,866	\$285,866	\$285,866	\$16,866	\$1,143,464
Core Curriculum Textbooks	Instructional Materials	\$63,000	\$63,000	\$63,000	\$63,000	\$0	\$252,000
Read 180 Licenses	Instructional Materials	\$200,000	\$200,000	\$200,000	\$200,000	\$0	\$800,000
Teacher Professional Development	Instructional Materials	\$6,000	\$6,000	\$6,000	\$6,000	\$0	\$24,000

Books							
Read 180 Student Books	Instructional Materials	\$0	\$7,866	\$7,866	\$7,866	\$7,866	\$31,464
Read 180 Teachers' Books Materials and Supplies	Instructional Materials	\$0	\$3,800	\$3,800	\$3,800	\$3,800	\$15,200
Read 180 Library	Instructional Materials	\$0	\$5,200	\$5,200	\$5,200	\$5,200	\$20,800
6. Contractual		\$0	\$0	\$0	\$0	\$0	\$0
7. Construction		\$0	\$0	\$0	\$0	\$0	\$0
8. Other		\$0	\$0	\$0	\$0	\$0	\$0
10. Indirect Costs *		\$14,046	\$20,391	\$20,391	\$20,391	\$6,345	\$81,562
Indirect Cost Rate (TN)	10.0%	\$14,046	\$20,391	\$20,391	\$20,391	\$6,345	\$81,562
11. Training Stipends		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL		\$657,256	\$760,621	\$760,621	\$760,621	\$103,365	\$3,042,485

BUDGET NARRATIVE

Model 5: Tennessee Turnaround Middle School (Replication)

SCHOOL	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Memphis Charter Middle School #1	Planning for opening with all grade levels (450 students)	Operational 6 th –8 th grades			
Memphis Charter Middle School #2	NA	Planning for opening with all grade levels (450 students)	Operational 6 th –8 th grades	Operational 6 th –8 th grades	Operational 6 th –8 th grades
Memphis Charter Middle School #3	NA	NA	Planning for opening with all grade levels (450 students)	Operational 6 th –8 th grades	Operational 6 th –8 th grades
Memphis Charter Middle School #4	NA	NA	NA	Planning for opening with all grade levels (450 students)	Operational 6 th –8 th grades
Memphis Charter Middle School #5	NA	NA	NA	NA	Planning for opening with all grade levels (450 students)
Prospective New Students	450	450	450	450	450

DESCRIPTION	COST BASIS	2014–15	2015–16	2016–17	2017–18	2018–19	TOTAL
1. Personnel		\$140,456	\$203,906	\$203,906	\$203,906	\$203,906	\$956,080
Administrators	Recruitment, Training, and Professional Development	\$27,500	\$27,500	\$27,500	\$27,500	\$27,500	\$137,500
Administrators-in-Residence	Recruitment, Training, and Professional Development	\$27,556	\$27,556	\$27,556	\$27,556	\$27,556	\$137,780
Director of New Teacher Support	Recruitment, Training, and Professional Development	\$0	\$37,950	\$37,950	\$37,950	\$37,950	\$151,800

Curriculum Specialists (x4)	Recruitment, Training, and Professional Development	\$24,900	\$24,900	\$24,900	\$24,900	\$24,900	\$124,500
Director of Community Engagement	Parent and Community Engagement	\$15,000	\$30,000	\$30,000	\$30,000	\$30,000	\$135,000
Manager of Community Engagement	Parent and Community Engagement	\$10,500	\$21,000	\$21,000	\$21,000	\$21,000	\$94,500
Parent Coordinator	Parent and Community Engagement	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$175,000
2. Fringe Benefits		\$36,904	\$53,609	\$53,609	\$53,609	\$53,609	\$251,339
Fringe Benefits	Fringe Benefits	\$36,904	\$53,609	\$53,609	\$53,609	\$53,609	\$251,339
3. Travel		\$0	\$0	\$0	\$0	\$0	\$0
4. Equipment		\$196,850	\$196,850	\$196,850	\$196,850	\$196,850	\$984,250
Student laptops and/or Chrome Books	Instructional Materials	\$26,000	\$26,000	\$26,000	\$26,000	\$26,000	\$130,000
Teacher laptops and/or Chrome Books	Instructional Materials	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000	\$225,000
Desktop Computers	Instructional Materials	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$450,000
PowerSchool Licenses	Instructional Materials	\$12,600	\$12,600	\$12,600	\$12,600	\$12,600	\$63,000
LEAF Licenses	Instructional Materials	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	\$5,250
RaptorWare Licenses	Instructional Materials	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
Projectors	Modernization of School Infrastructure	\$19,000	\$19,000	\$19,000	\$19,000	\$19,000	\$95,000
Cell Phones	Modernization of School Infrastructure	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$6,000
5. Supplies		\$269,000	\$285,866	\$285,866	\$285,866	\$285,866	\$1,412,464
Core Curriculum Textbooks	Instructional Materials	\$63,000	\$63,000	\$63,000	\$63,000	\$63,000	\$315,000
Read 180 Licenses	Instructional Materials	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$1,000,000

Teacher Professional Development Books	Instructional Materials	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$30,000
Read 180 Student Books	Instructional Materials	\$0	\$7,866	\$7,866	\$7,866	\$7,866	\$31,464
Read 180 Teachers' Books	Instructional Materials	\$0	\$3,800	\$3,800	\$3,800	\$3,800	\$15,200
Read 180 Library	Instructional Materials	\$0	\$5,200	\$5,200	\$5,200	\$5,200	\$20,800
6. Contractual		\$0	\$0	\$0	\$0	\$0	\$0
7. Construction		\$0	\$0	\$0	\$0	\$0	\$0
8. Other		\$0	\$0	\$0	\$0	\$0	\$0
10. Indirect Costs *		\$14,046	\$20,391	\$20,391	\$20,391	\$20,391	\$95,608
Indirect Cost Rate (TN)	10.0%	\$14,046	\$20,391	\$20,391	\$20,391	\$20,391	\$95,608
11. Training Stipends		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL		\$657,256	\$760,621	\$760,621	\$760,621	\$760,621	\$3,699,741

BUDGET NARRATIVE

Model 6: Washington Startup Middle School (Replication)

SCHOOL	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Washington Charter Middle School #1	Planning for opening with one grade level (150 students)	Implementation 6 th grade; planning for additional grade level (150 students)	Implementation 6 th and 7 th grade; planning for additional grade level(150 students)	Operational 6 th –8 th grades	Operational 6 th –8 th grades
Washington Charter Middle School #2	NA	Planning for opening with one grade level (150 students)	Implementation 6 th grade; planning for additional grade level (150 students)	Implementation 6 th and 7 th grade; planning for additional grade level(150 students)	Operational 6 th –8 th grades
Prospective New Students	150	300	300	150	0

DESCRIPTION	COST BASIS	2014–15	2015–16	2016–17	2017–18	2018–19	TOTAL
1. Personnel		\$91,938	\$149,706	\$101,758	\$43,990	\$0	\$387,392
Administrators	Recruiting, Training, and Professional Development	\$18,260	\$18,260	\$0	\$0	\$0	\$36,520
Administrators-in-Residence	Recruiting, Training, and Professional Development	\$13,778	\$27,556	\$13,778	\$0	\$0	\$55,112
Director of New Teacher Support	Recruiting, Training, and Professional Development	\$0	\$19,090	\$38,180	\$19,090	\$0	\$76,360
Curriculum Specialists	Recruiting, Training, and Professional Development	\$24,900	\$49,800	\$49,800	\$24,900	\$0	\$149,400
Parent Coordinators	Parent and Community Engagement	\$35,000	\$35,000	\$0	\$0	\$0	\$70,000

2. Fringe Benefits		\$24,239	\$39,865	\$27,526	\$11,899	\$0	\$103,530
Fringe Benefits	Fringe Benefits	\$24,239	\$39,865	\$27,526	\$11,899	\$0	\$103,530
3. Travel		\$0	\$0	\$0	\$0	\$0	\$0
4. Equipment		\$72,980	\$72,980	\$0	\$0	\$0	\$145,960
Desktop Computers	Instructional Materials	\$70,980	\$70,980	\$0	\$0	\$0	\$141,960
Laptop Carts	Instructional Materials	\$2,000	\$2,000	\$0	\$0	\$0	\$4,000
5. Supplies		\$182,700	\$254,275	\$136,525	\$64,950	\$0	\$638,450
Core Curriculum Textbooks	Instructional Materials	\$60,000	\$120,000	\$120,000	\$60,000	\$0	\$360,000
Reading Books and Reference Materials	Instructional Materials	\$20,000	\$20,000	\$0	\$0	\$0	\$40,000
Read 180 Student Books	Instructional Materials	\$0	\$4,950	\$9,900	\$4,950	\$0	\$19,800
Read 180 Teachers' Books	Instructional Materials	\$0	\$1,425	\$1,425	\$0	\$0	\$2,850
Read 180 Licenses	Instructional Materials	\$97,500	\$97,500	\$0	\$0	\$0	\$195,000
Read 180 Library	Instructional Materials	\$5,200	\$10,400	\$5,200	\$0	\$0	\$20,800
6. Contractual		\$32,000	\$64,000	\$64,000	\$32,000	\$0	\$192,000
Enrollment Teams	Parent and Community Engagement	\$32,000	\$64,000	\$64,000	\$32,000	\$0	\$192,000
7. Construction		\$0	\$0	\$0	\$0	\$0	\$0
8. Other		\$0	\$0	\$0	\$0	\$0	\$0
10. Indirect Costs *		\$9,194	\$14,971	\$10,176	\$4,399	\$0	\$38,739
Indirect Cost rate (WA)	10.0%	\$9,194	\$14,971	\$10,176	\$4,399	\$0	\$38,739
11. Training Stipends		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL		\$413,051	\$595,797	\$339,984	\$157,238	\$0	\$1,506,071

BUDGET NARRATIVE

Model 7: Washington Startup High School (Replication)

SCHOOL	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Washington Charter Middle School #1	NA	Planning for opening with one grade level (150 students)	Implementation 9 th grade; planning for additional grade level (150 students)	Implementation 9 th and 10 th grade; planning for additional grade level(150 students)	Implementation 9 th , 10 th and 11 th grade; planning for additional grade level(150 students)
Washington Charter Middle School #2	NA	NA	Planning for opening with one grade level (150 students)	Implementation 9 th grade; planning for additional grade level (150 students)	Implementation 9 th and 10 th grade; planning for additional grade level(150 students)
Prospective New Students	0	150	300	300	300

DESCRIPTION	COST BASIS	2014–15	2015–16	2016–17	2017–18	2018–19	TOTAL
1. Personnel		\$0	\$91,938	\$149,706	\$101,758	\$43,990	\$387,392
Administrators	Recruiting, Training, and Professional Development	\$0	\$18,260	\$18,260	\$0	\$0	\$36,520
Administrators-in-Residence	Recruiting, Training, and Professional Development	\$0	\$13,778	\$27,556	\$13,778	\$0	\$55,112
Directors of New Teacher Support	Recruiting, Training, and Professional Development	\$0	\$0	\$19,090	\$38,180	\$19,090	\$76,360
Curriculum Specialists (x4)	Recruiting, Training, and Professional Development	\$0	\$24,900	\$49,800	\$49,800	\$24,900	\$149,400
Parent Coordinator	Parent and Community Engagement	\$0	\$35,000	\$35,000	\$0	\$0	\$70,000

2. Fringe Benefits		\$0	\$24,239	\$39,865	\$27,526	\$11,899	\$103,530
Fringe Benefits	Fringe Benefits	\$0	\$24,239	\$39,865	\$27,526	\$11,899	\$103,530
3. Travel		\$0	\$0	\$0	\$0	\$0	\$0
4. Equipment		\$0	\$72,980	\$72,980	\$0	\$0	\$145,960
Desktop Computers	Instructional Materials	\$0	\$70,980	\$70,980	\$0	\$0	\$141,960
Laptop Carts	Instructional Materials	\$0	\$2,000	\$2,000	\$0	\$0	\$4,000
5. Supplies		\$0	\$182,700	\$254,275	\$136,525	\$64,950	\$638,450
Core Curriculum Textbooks	Instructional Materials	\$0	\$60,000	\$120,000	\$120,000	\$60,000	\$360,000
Reading Books and Reference Materials	Instructional Materials	\$0	\$20,000	\$20,000	\$0	\$0	\$40,000
Read 180 Student Books	Instructional Materials	\$0	\$0	\$4,950	\$9,900	\$4,950	\$19,800
Read 180 Teachers' Books	Instructional Materials	\$0	\$0	\$1,425	\$1,425	\$0	\$2,850
Read 180 Licenses	Instructional Materials	\$0	\$97,500	\$97,500	\$0	\$0	\$195,000
Read 180 Library	Instructional Materials	\$0	\$5,200	\$10,400	\$5,200	\$0	\$20,800
6. Contractual		\$0	\$32,000	\$64,000	\$64,000	\$32,000	\$192,000
Enrollment Teams	Parent and Community Engagement	\$0	\$32,000	\$64,000	\$64,000	\$32,000	\$192,000
7. Construction		\$0	\$0	\$0	\$0	\$0	\$0
8. Other		\$0	\$0	\$0	\$0	\$0	\$0
10. Indirect Costs *		\$0	\$9,194	\$14,971	\$10,176	\$4,399	\$38,739
Indirect Cost rate (WA)	10.0%	\$0	\$9,194	\$14,971	\$10,176	\$4,399	\$38,739
11. Training Stipends		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL		\$0	\$296,847	\$416,027	\$231,877	\$112,697	\$1,057,448

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Green Dot Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	830,950.00	916,372.00	843,292.00	663,138.00	359,246.00	3,612,998.00
2. Fringe Benefits	221,218.00	248,431.00	231,696.00	183,329.00	99,135.00	983,809.00
3. Travel	1,800.00	1,800.00	1,800.00	1,800.00	1,800.00	9,000.00
4. Equipment	783,710.00	858,690.00	782,710.00	393,700.00	196,850.00	3,015,660.00
5. Supplies	1,394,291.00	1,536,832.00	1,076,557.00	784,532.00	372,632.00	5,164,844.00
6. Contractual	160,000.00	224,000.00	224,000.00	160,000.00	64,000.00	832,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	3,391,969.00	3,786,125.00	3,160,055.00	2,186,499.00	1,093,663.00	13,618,311.00
10. Indirect Costs*	92,678.00	101,780.00	91,322.00	70,478.00	37,745.00	394,003.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	3,484,647.00	3,887,905.00	3,251,377.00	2,256,977.00	1,131,408.00	14,012,314.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 10/31/2014 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 13.80 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Green Dot Public Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00		0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Megan		Quaile	

Address:

Street1:	1149 South Hill Street
Street2:	Suite 600
City:	Los Angeles
County:	
State:	CA: California
Zip Code:	90015
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(213) 220-1429	

Email Address:

mquaile@greendot.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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