U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

CSP Non-SEA Planning, Program Design, and Implementation (84.282B)

CFDA # 84.282B

PR/Award # U282B130028

Gramts.gov Tracking#: GRANT11448633

OMB No. 1894-0006, Expiration Date: 09/30/2014

Closing Date: Jul 12, 2013

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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:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 07/11/2013

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Institue for Latino Progress

* b. Employer/Taxpayer Identification Number (EIN/TIN): 36-2937375

* c. Organizational DUNS: 0992104450000

d. Address:

* Street1: 2520 South Western Avenue
Street2:
* City: Chicago
County/Parish: Cook
* State: IL: Illinois
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 60608-4809

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix: Ms.
* First Name: Kim
Middle Name:
* Last Name: Christensen
Suffix:

Title: Development & Communications Director

Organizational Affiliation:

* Telephone Number: 773-890-0055
Fax Number: 773-376-8571

* Email: k.christensen@idpl.org

Tracking Number:GRANT11448633 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T20:59:30-04:00

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-061113-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program Non-State Educational Agencies (Non-SEA) Planning, Program Design, And Initial Implementation Grant CFDA Number 84.282B

13. Competition Identification Number:

84-282B2013-2

Title:

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

Add Attachment | Delete Attachment | View Attachment

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

2013 Instituto Justice and Leadership Academy Charter School Federal Grant

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

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Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant IL-004 b. Program/Project IL-004

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2013 * b. End Date: 09/30/2015

18. Estimated Funding ($):

* a. Federal	200,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	200,000.00

*** 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

Add Attachment | Delete Attachment | View Attachment

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: Ms. * First Name: Kim

Middle Name:

* Last Name: Christensen

Suffix:

* Title: Development & Communications Director

* Telephone Number: 773-890-0055 Fax Number: 773-376-8571

* Email: k.christensen@idpl.org

* Signature of Authorized Representative: Chris Boyce * Date Signed: 07/11/2013

Tracking Number:GRANT11448633 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T20:59:30-04:00

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	* TITLE
Chris Boyce	Development & Communications Director
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Institue for Latino Progress	07/11/2013

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

Tracking Number:GRANT11448633 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T20:59:30-04:00

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:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Instituto for Latino Progress

** Street 1* 2520 South Western Avenue *Street 2*

** City* Chicago *State* IL: Illinois *Zip* 60608-4809

Congressional District, if known: IL-004

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

6. * Federal Department/Agency:
U.S. 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:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* Not applicable *Middle Name*

** Last Name* Not Applicable *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* Not Applicable *Middle Name*

** Last Name* Not applicable *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:** Chris Boyce

***Name:** *Prefix* Ms. ** First Name* Kim *Middle Name*

** Last Name* Christensen *Suffix*

Title: Development & Communications Director **Telephone No.:** 773-890-0055 **Date:** 07/11/2013

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT11448633 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T20:59:30-04:00

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.

GEPA Section 427.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT11448633 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T20:59:30-04:00

Instituto Justice and Leadership Academy

GEPA Statement

In accordance with Section 427 of the Department of Education's General Education Provision Act (GEPA), Instituto del Progreso Latino (Instituto), as charter operator of the Instituto Justice and Leadership Academy (IJLA), ensures equal access and participation to the organization's programs, schools, and services for all persons regardless of their age, race, color, religion, sex, sexual preference, veteran status, national origin, ethnic background, disability, marital status, or any legally protected status. No person shall be denied a services or a position, appointed, promoted, removed, transferred, or in any way be subject to preferential or discriminatory treatment.

Since its founding in 1977, Instituto has operated with the mission to contribute to the fullest development of Latino immigrants and their families through education, training, and employment that fosters full participation in the changing United States society while preserving cultural identity and dignity. As such, racial and ethnic minorities have always comprised a majority of our students and program participants, including 94% of all participants annually who are Latino. Our staff similarly reflects this diversity, which is over 80% Latino and 60% Women. Instituto is founded on ideals that to improve civic, social, and economic access to public and private resources and, as an organization, embodies these ideals in its operations and services. Further, in recent years as it has secured new resources, all of the organization's facilities have fixed problems of physical access, even as it requires expenditures for retrofitting.

In developing IJLA, recruitment targets low-income families with out-of-school youth. The majority of this audience is underrepresented and underserved populations who are in or at risk of poverty and academic failure. By design, the school is built to meet the needs of populations that face barriers to success and, indeed, the school's success and existence depends

on its ability to meet participants where they are and deliver appropriate, relevant, and accessible service to out-of-school youth.

In order to ensure IJLA continues to addresses the unique needs of those who face barriers, IJLA's leaders has taken many step, including but not limited to the following actions:

1) Instituto takes every step possible to ensure IJLA provides access to technology for individuals with disabilities that require assistive technology or adaptive furniture or special computer systems programming and instructional materials.
2) English-Spanish translation is available from Spanish-speaking staff for students and family members who need assistance.
3) Instituto hires, recruits, and involves individuals from ethnic minority groups, bilingual individuals, consumers, and individuals with disabilities to plan, implement, and evaluate program services.
4) Instituto's develops or acquires and disseminates culturally relevant and sensitive recruitment, curriculum, and other information materials.
5) Instituto offers transportation vouchers and access to public benefits for low-income families who must use public transportation to attend school and need other financial support to successfully participate in school.
6) Instituto posts informative materials and schedules of events on the Internet and its social media channels (Facebook), which will enable assistive computer devices to interpret the materials for users as needed.
7) IJLA offers classes and services in fully ADA-compliant and accessible facilities.

Instituto Justice and Leadership Academy

GEPA Statement

8) IJLA has fostered a culture of acceptance and safety for students in the LGBTQ community, including a supportive club that makes presentations centered on anti-bullying and awareness.

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 $10,00 0 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 subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Institue for Latino Progress

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Kim Middle Name:

* Last Name: Christensen Suffix:

* Title: Development & Communications Director

* SIGNATURE: Chris Boyce * DATE: 07/11/2013

Tracking Number:GRANT11448633 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T20:59:30-04:00

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: Abstract.pdf | Add Attachment | Delete Attachment | View Attachment

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Instituto Justice and Leadership Academy
FY14 Abstract Narrative
NON SEA CSP

The leaders of the Instituto Justice and Leadership Academy (IJLA) of Instituto del Progreso Latino (Instituto) respectfully request support for the school's provision of successful pathways for out-of-school youth to reengage their education through innovative curriculum and its goals to implement a seamless assessment system through technology. IJLA directly aligns with the goals of the Federal Charter School Program (CSP) by reaching youth from high-poverty communities who have disengaged from education, thus increasing graduation and college enrollment rates among hard-to-reach populations. IJLA has never before received support through the CSP.

IJLA is located at 2570 S. Blue Island Ave., Chicago, IL 60608. IJLA's Principal, Cynthia Nambo, can be reached at (773) 890-0055 or c.nambo@idpl.org. IJLA is a 501(c)(3) organization established in 2012 by its parent non-profit organization Instituto (The Institute for Latino Progress). Since 1977, Instituto has operated with the mission to contribute to the fullest development of Latino immigrants and their families through education, training, and employment that fosters full participation in the changing United States society while preserving cultural identity and dignity. Today, Instituto serves over 11,500 participants annually, and operates IJLA in its tradition of providing solutions to urgent community needs.

IJLA of Instituto was established in 1996 to serve youth in immigrant families, operating successfully within a separate charter network. Instituto established IJLA's independent charter to ensure its ability to evolve and meet the growing needs of out-of-school youth. The school enrolls 165 students annually, offering smaller class sizes than others in the surrounding area and a unique curriculum focusing students on restorative justice and their ability to master skill development as the key for them to control of their future success.

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Project Narrative File(s)

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Response to Absolute & Competitive Priorities

Absolute Priority: Improving Achievement and High School Graduation Rates [High-Poverty].).

Please see answer in Competitive Preference Priority 1.

Competitive Preference Priority 1: Improving Achievement and High School Graduation Rates

The Instituto Justice and Leadership Academy (IJLA) of the Institute for Latino Progress (Instituto) is a multisite charter that applies its experience in serving out-of-school youth in the city of Chicago. Since 1996, Instituto has created and developed a successful school environment and curriculum at the Rudy Lozano Leadership Academy (RLLA), which now operates as the first IJLA campus. Instituto understands and believes in the student population targeted by IJLA. Without the educational opportunity that the school provides, these students would have limited opportunities to participate fully in a world that largely requires a post-secondary education and 21st century skills to compete and succeed in a global economy. The Instituto Justice and Leadership Academy aligns with the following competitive priorities named in the Request for Proposals:

a.) Accelerating learning and helping improve graduation rates (as defined in this notice) and college enrollment rates for students with disabilities;

b.) Accelerating learning and helping to improve high school graduation rates (as defined in this notice) and college enrollment rates for English Language Learners;

c.) Accelerating learning and helping to improve high school graduation rates (as defined in this notice) and college enrollment rates for high-need students (as defined in this notice);

d.) Accelerating learning and helping to improve high school graduation rates (as defined in this notice) and college enrollment rates in high-poverty schools (as defined in this notice);

e.) Accelerating learning and helping to improve high school graduation rates (as defined in this notice) and college enrollment rates for all students in an inclusive manner that ensures that the specific needs of high-need students (as defined in this notice) participating in the project are addressed.

IJLA primarily targets out-of-school high school students who have dropped out or been forced out of Chicago Public Schools. These students are typically ages 16-21, live on the city's southwest side, and have few viable pathways to complete their education.

IJLA students are comprised of high-need, high-poverty young people. The school was originally created to meet the needs of immigrant youth who were not successful at a traditional high school. Since then, the population has changed to include more youth who are native-born, but who face other barriers to education. Today, approximately 99 percent of IJLA students are of color, 99 percent qualify for free or reduced lunch, 60 percent use drugs or alcohol on a regular basis, 50 percent are gang-involved or gang-affiliated, 30 percent are parents or expecting parents, 15 percent are homeless, and 5 percent have been previously incarcerated or are currently on probation.

IJLA's curriculum is based on championing a new model for restorative justice that engages students and builds ownership of their academic and high school experience. IJLA engages students in the content of each course by confronting the controversies that surround issues of social justice through informed persuasion. IJLA staff encourages students to think independently, creatively, and strategize for optimum societal and community impact. A disposition to critical thinking underlies this pedagogy.

As the school transitioned into its charter for the 2012-13 school year, its leaders implemented a new, comprehensive, college-preparatory curriculum based on a social justice framework that addresses the continuing educational needs of the students. The curriculum design is fully aligned with the essential elements recommended by Doug Reeves' research around 90/90/90 schools: more than 90 percent of the students are eligible for free-or-reduced lunch; more than 90 percent of the students are from ethnic minorities; and, more than 90 percent of the students meet or reach high academic standards, based on independently-conducted tests of academic achievement. His research is now a part of the technical support services from the Leadership and Learning Center where IJLA teachers and staff will receive training.

Between 18 to 20 percent of each year's enrolled students are English Language Learners (ELL), based on surrounding community demographics. Currently IJLA has eight teachers and staff who are bilingual and provide additional support to these young people. These students participate in IJLA's ELL program, which consists of a five-week intensive English as a Second Language (ESL) program to increase their English language skills and prepare them for high school. This program is offered through the Institute for Latino Progress (Instituto), IJLA's parent organization, which has operated for over 35 years and has seen tremendous success with its ESL programs. IJLA continues to aggressively recruit bilingual teachers from local colleges and universities, as well as from alternative teacher certification programs.

A special support for remediation that IJLA uses is the Extra Online Learning program, which identifies a student's competency gaps as outlined in their Personalized Education Plan (PEP) and Individual Education Plan (IEP), if appropriate. Approximately 13 percent of IJLA's student population participates in the Special Education program each year. Their IEP priorities are transferred to their PEP portfolio by their primary teacher and assigned counselor to ensure

that they receive all support services available at IJLA and meet the competency goals identified through testing.

IJLA's education model helps ELL students develop strong reading comprehension skills across all content areas. In partnership with National Council of La Raza (NCLR), IJLA adopted the Illinois Resource Center's Project Expediting Comprehension for English Language Learners (ExC-ELL), which provides opportunities for all teachers to develop the skills and knowledge necessary to teach ELL students. This professional development model is based on the premise that content teachers have little to no training in the second-language reading pedagogy needed to teach academic content to ELL students. The guiding principles of this professional development model are:

1. Strong teacher support systems
2. Researched-based 10-component lesson templates for integrating vocabulary and reading comprehension skills into content instruction
3. iObservation, a technology-based coaching and observation protocol to determine to what extent the relevant components are present in a lesson, with a rating/summary portion

Recognizing the specific and unique needs of these of high-risk students, a one-on-one counseling process at IJLA begins immediately after student orientation. Additionally, Prevention and Intervention Counselors meet with students prior to their first day of school to complete individual assessments that identify students' strengths and areas for improvement. This process culminates in the creation of the PEP. Through the PEP, the student identifies his or her personal, professional, social, emotional, and academic goals for the school year. Together, the student and Counselor develop action plans and processes for follow-up. Students are also informed of the Counselor's role in the school, which includes monitoring attendance and

engaging in regular communication regarding progress on their PEP. Students have the same Counselor throughout their entire tenure at IJLA. If it is determined that a student can benefit from further counseling services, the Prevention and Intervention Counselor works with the student and his or her family to identify resources within the community for either on- or off-site services provided by local mental health and/or counseling providers.

Competitive Preference Priority 2: Promoting Diversity.

The current IJLA campus – which maintained the name Rudy Lozano Leadership Academy – is located in a predominantly Hispanic community. As such, the majority of the students are of Hispanic descent. However, in order to promote diversity among the entire school's student body, two tactics from the Department of Education's "Guidance on Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools" will be used in the expansion of IJLA.

The first will be "School and Program Siting Decisions." As IJLA's charter is for a total of three campuses, the Design Team has been strategic in regards to the communities currently identified for the next two campuses. Chicago neighborhoods are often racially segregated, making it difficult to develop diverse student bodies within schools. IJLA's objective is to locate campuses on community border lines where students from various races, ethnicities, and socioeconomic statuses will be able to access the schools. The current IJLA campus is located between the South Lawndale and North Lawndale communities – the former, which is predominantly Hispanic, and the latter of which is largely African American.

The second strategy is "Open and Choice Enrollment Decisions." Any student considered to have "dropped out" in the city of Chicago, who is at least 17 years of age, is eligible to attend IJLA. Admission is determined based on a lottery system which occurs in the spring. Any

students unable to be admitted through the lottery will be placed on a waiting list. IJLA staff will also conduct recruitment through a number of diverse venues including schools, workforce development centers, correctional officers and facilities, and support programs for highly at-risk youth to ensure a diverse student body.

Competitive Preference Priority 3: Support for Military Families

Not Applicable

We have responded to the **Selection Criteria** in the context of our responses to the Application Requirements as follows:

Selection Criteria	Point Totals	Application Requirements
Proposed Curriculum and Instructional Practices (i)	15 pts.	I
Assisting Educationally Disadvantaged Students (ii)	3 pts.	I
Assessing Achievement (iii)	15 pts.	III
Community Support (iv)	4 pts.	V, X
Parental and Community Involvement (v)	4 pts.	V
Project Personnel (vi)	22 pts.	II
Management Plan (vii)	18 pts.	II, VI, VIII
Performance Contract (viii)	16 pts.	See Attachment: Certificate of Compliance and Charter School Agreement
Flexibility and Autonomy (ix)	3 pts.	See Attachment: Certificate of Compliance and Charter School Agreement

Application Requirements

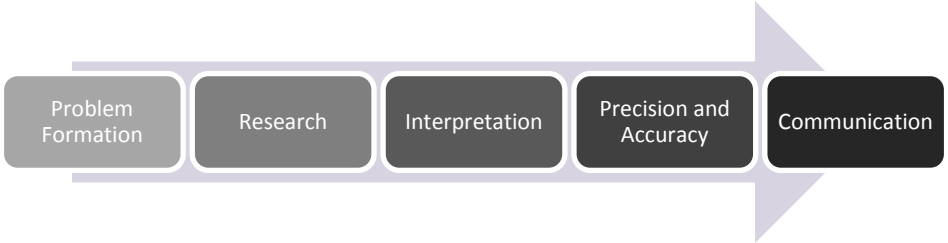
I.) Describe the educational program;

Instituto strives to implement research-based and data driven programming across the entire organization. As such, the Instituto Justice and Leadership Academy (IJLA) implements a comprehensive college preparatory curriculum based on a social justice framework that

addresses the various needs of all students.

As noted in the Competitive Preference section, the curriculum design is fully aligned to the essential elements recommended by Doug Reeves research on 90/90/90 schools (schools have more than 90 percent of the students eligible for free and reduced lunch, from ethnic minorities, and students meet or achieved high academic standards). His research is now a part of the technical support services from the Leadership and Learning Center. In addition, the curriculum is designed to embed the Response to Intervention (RtI) system. The following elements indicate an **RtI Tier One Infrastructure**, with highlights of the curriculum:

- A **Gaps-to-Goals Intake Process** gains baseline data and assesses student needs including a Social Emotional Competency assessment that will be designed in conjunction with Adler School of Psychology.
- Each student has a **Personalized Education Plan (PEP)** documented in portfolio format starting at intake.
- **Conley's Cognitive Strategies:** Dr. David T. Conley found that the success of college freshmen relies on the development of five kinds of cognitive skills. These skills can be learned, yet common educational practices do not teach or measure student's abilities in all five areas. Learning these strategies ensures success regardless of whether students attend college or pursue a career track. These strategies are the foundation of EPIC's College-readiness Performance Assessment System (C-PAS).



- Implement a **Competency Based Evaluation System** (Standards Based), instead of traditional grading. This system monitors and provides specific feedback more frequently on how a student masters the identified **Common Core Standards** as outcomes. IJLA will use that assessment data to remediate or accelerate students when appropriate to ensure full mastery of the essential skills and content.
- Competently use the **Backwards by Design Curriculum Map** aligned with the Common Core Standards and Content Standards of each course.
- Challenge students to reach a total of **24 credits aligned to competency benchmarks** prior to graduation, **33% beyond** those required for graduation in Illinois [RtI Tier 1].
- Deliver a program of rigor to provide students with the academic foundation necessary for admission to and success at **competitive colleges**.
- Embed the reading **of non-fiction material across the curriculum** in all disciplines in order to improve student literacy.
- Develop **communication skills**, especially in writing, with a rigorous schedule of student-produced essays and research papers during all three years of the curriculum.
- Stress the **interdisciplinary nature of all learning** using both units and *de facto* connections made between math and science, and language arts and social studies.
- Embed the fine arts across subjects insuring that all students are exposed to the arts.
- Utilize rigorous **School Wide Competency Rubrics** across the curriculum.
- Use the **Cognitive Readiness Model framework** in daily lesson planning.
- A **Pathways** component includes the following elements:
    - Contextualization of all coursework in the frame of **leadership, impact on society, and employment,** including ethical and legal issues, so students develop critical

thinking and communication skills needed to present themselves persuasively in a variety of ways.

- Preparing students with **employability skills** by offering professional certifications for all students through real-world work experience and other experiential learning opportunities.
- Developing a **teamwork ethic** for students that is essential for success in the workplace by having problem-based and experiential learning opportunities across the curriculum.
- Utilization of **technology as a means to solve problems** and organize, so students learn the technical skills and information technology applications utilized in today's workforce.

Grade Levels and Promotion Policy

Each credit attained at IJLA is intricately linked to Common Core Mastery Standards. The following are the items required for students to be promoted at IJLA:

Grade Level	Description
Leveled Promotion	To be promoted from **Leveled Competency to Apprenticeship** students must have: • A minimum of 7 units of credit released only if 80% of Mastery standards have been achieved • Consumer Education embedded in Financial Literacy • Have completed at least 1 core course in Science and Social Science • Have completed at least 20 community hours • 10 pages of an autobiography • 80% of Social Emotional goals met
Apprenticeship Promotion	To be promoted from **Apprenticeship to Mastery** students must have: • A minimum of 14 units of credit • Have completed at least 3 core courses in English and Math • Have completed at least 2 core course in Science and Social Science

	• Registered for the ACT for new students/retake ACT for current students • Have completed at least 30 community hours • 10 additional pages of an autobiography • 80% of Social Emotional goals met
Mastery Graduation	To be a **Graduate of Mastery** students must have: • Completed all 21 units of credits linked to Competency skills • Completed 40 hours of community service • Passed the College Prep course • Completed graduation checklist • Passed the U.S. Constitution Test • Taken the PSAE • Final Auto Biography • 80% of Social Emotional goals met
Pathways	• 3 credits required for school graduation • Available for students at any competency level • Coursework in the frame of leadership, impact on society, and employment: Internships, ACTIVOS (Issue-to-Action), Independent Research Projects, and Job Performance • Coursework to prepare students with employability skills by offering professional certification in the nursing field for all students through work in school and other experiential learning opportunities

Scope & Sequence

The college prep nature of IJLA's curriculum is assured by the fact that the Common Core Standards. Illinois standards are used to identify sub-skills aligned to the Common Core. The College Readiness Standards are also used as a progression toward the Common Core Standards until a final determination is made on how the Common Core Standards will be tested. Once mastery is proven with evidence from the coursework, students are able to earn projected credit.

The full scope and sequence of courses offered at IJLA can be found below:

Instituto Justice and Leadership Academy Scope & Sequence					
Subject Area	***Credits***	*Leveling*	*Apprenticeship*	*Apprenticeship*	*Mastery*
English Language Arts	**4**	**Thematic Literacy**	**Literacy of the Oppressed**	**Power and Conflict**	**AP English**
			Creative Writing	**Power of Writing**	
Mathematics	**4**	**Financial Literacy**	**Pre-Algebra**	**Algebra 1.5**	**Algebra 2**
				Geometry	
Social Science	**3**	**n/a**	***Latin American Studies**	**US History**	
			Contemporary Issues to Action		
Science	**3**	**n/a**	**Environmental Science**	**Biology**	**Physics**
				Chemistry	
Foreign Language	**2**	**n/a**	**Spanish 1**	**Spanish 2**	
Art	**1**	**n/a**	**Performing Arts**	**n/a**	**n/a**
			Media Arts		
			Art		
Career Ed	**1**	**n/a**		**College Prep**	**n/a**
				Pre-C.N.A	
Health	**1**	**n/a**	**ELO Health**	**n/a**	**n/a**
Electives	**5**	**Courses aligned with student needs**	**Courses aligned with student needs i.e. Independent Research Projects; ELO; Dual Enrollment; Proficiency Exams**		**CNA Courses; Paid Internships**

Competency Levels: Contingent on Incoming Credits and Skills Level

In the 2011-12 school year, IJLA piloted the first phase of the Competency Based Evaluation System (standards based) that assessed students' skills and required that teachers give specific, focused feedback for improvement in competency performance. In the 2012-13 school year, IJLA launched its second phase, where the Competency Based Evaluation System has been used for evaluation (grading) in all courses of the educational program. Further analysis of the

90/90/90 school research on grading persuaded school leadership to adopt the research model's recommendation on evaluation.

Evidence shows that student success is overwhelmingly dependent on the feedback a student receives. In fact, the greatest effect involves students receiving feedback about a task and how to do it more effectively, as found in a study entitled *The Power of Feedback* by John Hattie and Helen Timperley in the Review of Educational Research. Lower effects were related to praise, rewards, and punishment, including feedback drawn from percentages and letter grades. Indeed, traditional grades and grade levels reflect the years a student has been in school – but little clarity on whether they have mastered any skills. As a result, many students enrolled at IJLA display ingrained doubt of their intellectual ability and have received scarce, if any, feedback from teachers on their specific strengths or areas for improvement in a specific, actionable manner.

As such, IJLA's leadership has noted that grading presents an equity issue. Because IJLA believes that Competency Levels are driven by skills mastery, an evaluation system aligned to give specific feedback on progress is essential to the student success. Thus, IJLA groups coursework in the following ways:

1. **Leveling** = 7 Competency Credits which are Defined by Mastery of Skills
2. **Apprenticeship** = 7 Competency Credits
3. **Mastery** = 7 Competency Credits Linked to Mastery of Skills

This infrastructure was designed to allow flexibility to accelerate and/or remediate learning and includes courses based on mastery of academic and job performance skills. This provides students a more accurate picture of how they are progressing through their PEP portfolio. For example, a student who has come straight into an Apprenticeship Phase potentially

will need 10 to 17 credits more to complete their graduation requirements. If the student is successful they can articulate that they have mastered 75% of the IJLA competencies and will earn placement in Mastery courses.

The IJLA educational program design was built to ensure the school can serve students with varying needs and learning experience. After the extensive Gaps-to-Goals intake process, assessing student gaps in credit and skills mastery, a PEP will be initiated. As noted previously, IJLA offers three proficiency levels of coursework to accommodate the varying needs in the Leveling, Apprenticeship, and Mastery levels. The material in each proficiency level provides an opportunity to individualize student coursework and skills attainment. These plans will be accessible through a web-based program, available 24-hours per day. This will be used as a tool for the student, his/her teachers, counselors, and families to plan their goals and is also reflective of a Tier 1 RtI infrastructure.

The vision for this system, moving forward, is that students will be able to click into their grade book and see a real-time dashboard reflecting which competencies have been mastered and which need to be achieved, along with detailed feedback from their instructors. They will then be able to click on examples of that skill not mastered, resources for practice and problem solving, and a link to the teacher gauging the next opportunity for mastery. The student then has power over his/her own learning; and resources to reach identified milestones**.** This is also a Tier 1 RtI component.

Instructional Strategies

IJLA has embraced a number of educational strategies, which support the goals of the Gates Initiatives for Schooling: **Rigor, Relevance and Relationships** and 90/90/90 school research. IJLA addresses each component of its program within the context of social justice,

presenting coursework in an interdisciplinary context to ensure students see the connections between content-areas. Moreover, IJLA engages students in the content of each course by fronting the controversies that surround many of the issues of youth and their communities through an emphasis on critical thinking and intellectual discourse.

Interdisciplinary Learning: IJLA grounds all coursework in a context of relevance. Each component of programming is carried out within the context of social justice, presenting coursework in an interdisciplinary context. This creates connections for students between the skills they are learning and their significance in their future careers. For example, students study literature through the lens of historical events and social movements, or study chemistry while also learning how various chemicals play a role through beauty products or processed foods.

Critical Thinking: IJLA engages students with discourse surrounding many of the issues of social justice today. Students are encouraged to think independently and creatively with the goal of optimum societal and community impact. A disposition to critical thinking underlies this pedagogy.

Writing to Learn: Students write regularly to build understanding of content. For instance, students complete written portfolios in math classes. Additionally, students journal in response to social studies and language arts classes and complete detailed lab reports in science classes. This encourages a reflective process and strengthens writing skills.

Socratic Seminars: Teachers create opportunities for dialogue that build deep understandings about texts and ideas. These structured discussions ask students to interact with a text, and with each other, to deepen their own understanding of what they read. Discussions serve as a time for students to examine their beliefs and world view, as well as to challenge them to consider different and opposing viewpoints.

Problem-based Learning: With emphasis on research-based, open-ended investigation, problem-based learning acknowledges the complexity of all intellectual pursuit. There are no easy answers for civic leaders facing the ethical and sociological issues at the forefront of society today. Problem-based learning provides opportunities for students to develop innovative solutions, rather than being taught what solutions have been traditionally implemented in the past.

Technological Literacy: The use of technology to facilitate problem-solving across academic disciplines is essential to the IJLA curriculum. As students plan for post-secondary life, technological literacy is a key skill they must develop. Students learn to use technology as a tool for increasing access to information, communicating with individuals outside of their immediate surroundings, and for creating a larger platform for change.

Exhibitions of Learning: Students will have multiple opportunities to exhibit their mastery of skills and knowledge to their families, community members, and peers. These presentations throughout the school year culminate with a final presentation of learning, prior to graduation, sharing them with the community at large.

Cognitive Readiness Model: This is a differentiation model that paces cooperative grouping and high-level cognitive tasks intentionally within the lesson of a 45-minute or 90-minute course. Each pace should be 15 to 20 minutes before transitioning to another cooperative grouping strategy. Cooperative learning strategies such as pair share, triad, quad, or whole group are matched to the cognitive demand being paced in the lesson. This coordination maximizes students' cognitive readiness for mastery of content or skill. Each of these grouping strategies must occur during a class period 85% of the time. This allows students to build intellectual relationships and learn from each other. Teachers ask students to work in groups to solve

problems, grapple with issues, engage in paired reading, and create projects. Group feedback sessions that inform performance targets are also used.

Assessing Student Needs

IJLA will conduct ongoing needs assessment in two ways:

1.) The **Gaps-to-Goals Intake** process will gather an incoming student's baseline data, informing Competency Level placement and corresponding coursework. Upon entering IJLA, a review of students' incoming credit attainment and performance on standardized exams such as EPAS (Explore, Plan) ACT and WorkKeys, if applicable, are reviewed and assessed to identify their competency skills to date. In addition to reviewing students' credits and skills, students are provided with assessments such as the STAR test for Reading and math and it the test the district is using for our accountability. All of these data points will determine the Competency Level in which a student will be placed. In addition, a Social-Emotional Assessment will be a part of the intake process and indicates the first step in each student's Personalized Education Plan (PEP). These diagnostics and assessments reveal the strengths and gaps students currently possess and allow IJLA staff to design an experience that will re-acclimate the student's learning disposition for success at the school.

2.) Once a student's competency skills and social emotional assessments is reviewed, the school team creates a **Skills Mastery Inventory** based on Common Core Standards, RtI inventory, and Conley's Strategies. This is the foundation from which academic and social emotional competency goals are developed in collaboration with the student, parents/guardian, mentor, teacher, and/or counselor. Once identified, the competency goals are documented in the PEP. This component embeds Tier 1 and Tier 2 components

of RtI. Upon the completion of this the Gaps-to-Goals inventory, the student works with teachers and counselors to develop the first phase of the PEP portfolio outlining current knowledge, skills, and expertise. This aligns the student's skills with Common Core Standards/Skills acquisition and identifies projected academic, life, and career competency skills and goals. With this information, staff will be able to identify any Tier 3 interventions needed for a student.

3.) Students, teachers, counselors, and family members are able to access information on progress using the PEP. Information is in portfolio format, capturing credit gains per core subject area in alignment to the Common Core Standards and Conley's Strategies Competency targets set for graduation as an ongoing, summative assessment system. The Competency Based Evaluation System is a real time progress check system.

Remediation

Based on the RtI model and that of the 90/90/90 model, students will receive remediation: 1.) If identified in the summer after the Gaps-to-Goals intake process; 2.) If a student is only hitting 20% of their competency goals in two or more courses, or; 3.) If a student self-identifies their need.

The following are interventions for all students (including ELL and Special Education students):

- **Bridge Course in Leveling**: This course, successfully piloted in the 2011-12 school year, is interdisciplinary and has a social emotional focus where students engage in inquiry based units of study. (For example, one unit will focus on the question, *Why is there a large percentage of Latino and African American students dropping out?* This is designed to help unpack students' own reality and calibrate their disposition.) Each unit

will operate from Conley's Five Cognitive Strategies described previously in the Curriculum Summary. Students examine statistics (Math), read articles on the subject (Language Arts & Social Studies), collect evidence, argue different perspectives, and finally write a research paper synthesizing the research and their conclusions. These courses will be team taught with the Student Success Team (counselors), the Literacy Specialist, and other teachers as-needed. Units will be planned closely with the Thematic Literature Coursework guidelines.

- **Thematic Literature Course in the Leveling Coursework:** In this course some of the reading and writing needed to accomplish the Bridge Unit occurs. In addition, the data from GMRT informs the teacher on what literacy strategies are needed for students with low credits and low skills. These instructors also work closely with the Math teacher of Financial Literacy.
- **Financial Literacy in the Leveling Coursework:** This course is co-taught with Instituto's Center for Working Families' Financial Coach, rooting math skills prioritized from the intake assessment in real world application, linking students to the bridge course for numeracy understanding. In addition, the Consumer Education coursework will be completed meeting state graduation requirement.
- The **Competency Based Evaluation Program** is key in ensuring the monitoring needed to remediate as necessary. Again, if students are only meeting 20 percent of competencies at the five-week progress reports, then adjustments must be made in the instruction needed as a Tier 1 intervention. After checking in at seven weeks, if the student is still at 20 percent it will move into a Tier 2 intervention and a counselor will meet with the

student and set a contract in place to meet competency goals. The goal is to get a student to move to 80 percent mastery of competency skills identified for each course.

Pathways and Accelerated Learning

All students will be given opportunities during and after school and during the summer to develop their skills until mastered. The emphasis in reading, writing, and speaking is embedded across the board. The school structure of Learning Centers systematically provides opportunities for differentiated instruction. The Learning Center will occur on Wednesdays to allow teachers to rotate as tutors that have subject expertise alongside volunteer tutors.

IJLA's Mastery Pathway will be provided for those students who demonstrate high levels of performance, demonstrating independent skills. The following are accelerated learning pathways:

- Unpaid Internships
- Paid Internships
- Dual Enrollment at Roosevelt University as well as future partners
- Independent Research Project using Conley's 5 Cognitive Strategies
- Work Development
- Extra Learning Online (ELO)
- CNA Programs
- AP Courses as Dictated by Staff Certification

In addition, there will be three credits that are accessible throughout the Leveling, Apprenticeship, and Mastery levels. The summer will also provide an avenue for Pathways as well as an opportunity to attain three competency credits. IJLA students will have significant opportunities to push themselves further than they might have envisioned. Students are also

provided with opportunities to take the compass exam to determine if they qualify for dual enrollment courses. These courses will complement their career pathways, accruing credits and requirements for their pathway certification. On-line/virtual learning will provide students with enriching opportunities to take advanced courses. Students mastering 90-95 percent of competency targets in the PEP at by quarter will be matched with accelerated learning pathways. In addition, students mastering 90 percent of their Interim Performance Assessments will enter into accelerated learning pathways**.**

Meeting the Needs of Special Populations

According to the Alternative Schools Network, there were nearly 7,000 Chicago Public Schools dropouts in the 2011 academic year. The special needs required to properly serve out-of-school youth reduce the options available for students to resume their education. At the nearby private schools, entrance requirements and affordability makes them largely out of reach for out-of-school youth. Similarly, the majority of charter schools enroll students directly from 8th grade and few have lotteries for upper classmen. Moreover, the social and emotional environments required for high academic performance for out-of-school youth are not often present. Neighborhood public schools are often overcrowded and face serious drop-out challenges of their own that squeeze focus and resources away from reintegrating out-of-school youth.

The remaining options are alternative charters. There are 17 such schools in the five-mile area surrounding IJLA, all operated by the Youth Connection Charter School (YCCS) Network. IJLA's focus on out-of-school youth provides this population with a choice for education that challenges, motivates, and advances students through graduation into college, careers, and gainful employment.

Performance data among individual schools is proprietary, though the schools collectively serve more than, 3,000 students annually. CPS chose IJLA to receive a multi-site alternative charter based on its exemplary work within the YCCS system.

Track Record of Curriculum Model

IJLA operated as one of the top performing campuses among YCCS in several areas, including attendance and programmatic innovation. YCCS rated IJLA high on the Quality School Measure resulting in a 3.24 out of 4 GPA. The chart below demonstrates some additional indicators and the rating YCCS assigned to IJLA.

Measure	GPA
Has a rigorous academic curriculum, standards, and assessment portfolio	**4**
Has an effective instructional program	**4**
Has student supports	**4**
Employs youth development principles	**3.50**
Has a continuous school improvement agenda with a focus on teaching and learning	**3.67**
Leadership - Adequate infrastructure to support high quality teaching and learning	**3.25**

Because of continued success, IJLA has been able to expand its student body from 60 in 2001 to 165 in 2012. During the last five years of IJLA's work as part of YCCS, performance trended upwards with a 22 percent increase in Reading, a 33 percent increase in Math, a 21 percent increase in Student Retention, a 31 percent increase in Graduation, and a 37 percent increase in Post-secondary placement. Additionally, average attendance over the last six years (including IJLA's inaugural year) has remained consistent at 80 percent, and in 2011, IJLA saw an increase to 82 percent, a significant accomplishment for this student population.

The shaded areas in the chart below reflect IJLA's current performance, plugged into a the draft Alternative Performance Measure format from the Chicago Public Schools Accountability Office, which will be finalized at the end of the summer of 2013.

Measure	1 point	2 points	3 points	4 points	5 points	Weight
Average Growth Percentile – Reading	<35th	35th*	45th	55th	65th	15%
Average Growth Percentile – Math	<35th	35th	45th*	55th	65th	15%
Percent Making Growth Targets	<40%	40%	50%*	60%	>70%	10%
1-Year Graduation Rate	<70%	70%	80%	83%/85%*	>90%	20%
Credit Attainment	<40%	40%	50%*	60%	>70%	15%
Annual Stabilization Rate	<60%	60%	70%	75%/80%*	>90%	15%
Average Daily Attendance	<70%	70%	75%	83/80%*	>90%	5%
Growth in Attendance	<70%	70%	80%*	85%	>90%	5%

Score	Rating	Status
4.0	Tier 1: Distinguished	Not on Probation
3.5	Tier 2: Advanced	Not on Probation
3.0	Tier 3: Proficient	Not on Probation
2.0	Tier 4: Needs Improvement	Probation
<2.0	Tier 5: Academic Warning	Probation & Priority for Intervention

**Estimates awaiting real-time data from Chicago Public Schools*

IJLA's post-secondary enrollment rate is at 83 percent, with the highest growth this year of graduates attending 4-year universities. Other post-secondary placements include employment, enlistment in the Navy, and enrollment in 2 year institutions. This year, IJLA also experienced growth with Apprentice level students in their ACT scores. In the 2011-12 school year, students' average composite score was an 11. Based on preliminary data, in the 2012-13 school year, scores increased to 15-17 with four students scoring 19, 20, 21, & 22. This is a significant jump considering IJLA students are overage and under-credited.

Additionally, Instituto's strength in Career Pathways and Workforce Development has led IJLA in the direction of ramping up its post-secondary infrastructure with phenomenal success. Of the students who enrolled in a Career Pathway, 100 percent reached the Compass benchmark to place into the Certified Nursing Assistant (CNA) program in 2012.

II.) Describe how the charter school will be managed;

Since 1996, Instituto has operated the Instituto Justice and Leadership Academy (IJLA) as Rudy Lozano Leadership Academy (RLLA), a campus of the Youth Connections Charter Schools. The school served as the incubator of IJLA. A significant amount of effort has been invested in assembling the relationships, knowledge, and expertise to successfully develop this school model. The Chicago Public Schools (CPS) recognized the success of the school and granted IJLA of Instituto its own multi-site alternative school charter in April 2012.

Instituto operates IJLA under a Memorandum of Understanding (MOU), which sets forth the division of responsibilities between the two entities. The IJLA Board of Directors is fully responsible for its governance as set out in its articles of incorporation, bylaws, and 501(c)3 designation. Instituto supports IJLA in the areas of leadership and management, accounting and business functions, academic support, resource development, marketing-communications, facilities management, CPS compliance, and information technology**.**

IJLA Board of Directors Leadership

The IJLA Board of Directors meets on a monthly basis. All board members are required to participate in at least one subcommittee, ensuring strong interaction with IJLA stakeholders. The three IJLA subcommittees are Academic Excellence Committee, Community Engagement Committee, and Finance Committee.

The IJLA Board of Directors consists of members from the school's founding charter design team with additional community leaders who add a core value to its governance. This governing body ensures a long lasting, high performing organization abd brings the human, financial, and technical resources required to be successful. Most importantly, these high performing and resourceful members successfully manage through a myriad of growth challenges and harness available opportunities to achieve their goals.

Martha Casazza, EdD ***Chair***	Partner, TRPP Associates Consulting	Dr. Casazza holds a Master's and Doctorate degree in education, and a Bachelor's degree in psychology. Dr. Casazza's primary area of interest is access to education for traditionally underserved populations. Her contributions include helping to develop and assess the areas of guidance and counseling for students and staff professional development. Dr. Casazza is also part of IJLA's Academic Excellence Committee
Alicia Gonzalez ***Vice Chair***	Executive Director, Chicago Run	Ms. Gonzalez has experience in starting and implementing school-based and youth programming. Ms. Gonzalez possesses tremendous capacity in resource development and event management. Ms. Gonzalez is also part of IJLA's Finance Committee.
Mario E. Moreno ***Treasurer***	President, MorZep Consulting	Mr. Moreno has developed a thorough understanding of the field of higher education with over 25 years of experience working as an Associate Professor, Program Director, Counselor, Dean of Students, Acting Dean of Instruction, and Associate Vice President. Mr. Moreno is also in the process of completing his Doctorate in Higher Education. Mr. Moreno is also part of IJLA's Academic Excellence and Finance Committees.
Michael D. Rodriguez ***Secretary***	Executive Director, ENLACE Chicago	Mr. Rodriguez holds a Master's degree in social service administration and a Bachelor's in marketing. In addition to serving as the Executive Director of ENLACE Chicago, he has been a long-time resident and activist in Little Village. Mr. Rodriguez has a passion for juvenile justice, and currently sits on the Illinois Juvenile Justice Commission. His work in this field and community is integral in ensuring that Instituto is meeting the needs of all youth in the community, particularly those in at-risk

		situations. Mr. Rodriguez is also part of IJLA's Community Engagement Committee.
Alicia Ramirez	Vice Principal, Instituto Health Sciences Career Academy	Ms. Ramirez served as the Dean of Students for Rudy Lozano Leadership Academy (RLLA) for four years. Ms. Ramirez also holds a Master's in Educational Leadership and a Type 75 Administrative Certificate. She lends the expertise she gained in discipline, prevention, intervention, career, and academic services while at RLLA and through her professional studies. Ms. Ramirez is also part of IJLA's Finance Committee.
Holly Stadler, PhD	Dean, College of Education, Roosevelt University	Dr. Stadler has a Doctorate in Counselor Education, Counseling, and Student Personnel Services, a Master's in Counseling and Student Services, and a Bachelor's in Psychology. She currently serves as Dean of the College of Education of Roosevelt University. Her contributions to IJLA are in the areas of professional development for staff and creating additional programmatic connections between Roosevelt and the network of schools. Dr. Stadler is also part of IJLA's Academic Excellence Committee
Jeff Bartow	Executive Director, Lead Organizer, Southwest Organizing Project (SWOP)	Mr. Bartow is a seasoned organizer in social justice. In addition to working on the Southwest side of Chicago for almost 25 years, Mr. Bartow also resides in the community. His presence on the IJLA Board will ensure a smooth and complete integration in the Chicago Lawn Community. Mr. Bartow is also part of IJLA's Community Engagement Committee.

IJLA's Board meets monthly, allowing one hour to discuss school environment and academic performance and one hour to discuss matters related to board development, finance, fundraising, and school expansion, which includes reports from its three sub-committees. The Board annually evaluates the performance of its Principal and the execution of its Memorandum of Understanding (MOU) with Instituto.

The Board has access to a board development curriculum developed by Najera Consulting for Instituto. Topics and themes below are integrated into extended board meetings or special meeting throughout the year. The Board also invites key speakers to cover critical topics.

The goal of IJLA's Board is to create a foundation for generations of successful future graduates. As part of this work, mentoring, supporting, and monitoring the performance of its Principal has been an important contribution to the school's success. A key to supporting the Principal and team lies in obtaining the resources and supports to fully implement the school design and budget. The Board assists at three major levels: instructional design, professional development, and social emotional resources to deliver and enhance school design; securing financial resources to meet annual budgets; and garnering community support for new school sites.

IJLA has adopted the Instituto philosophy and approach to long-term sustainability: the belief that creating a quality product—getting the right outcomes in the right way—drives people to be IJLA champions and ensure students' futures. As such, they represent IJLA in the community, building relationships that lead to organizational advancement and investment.

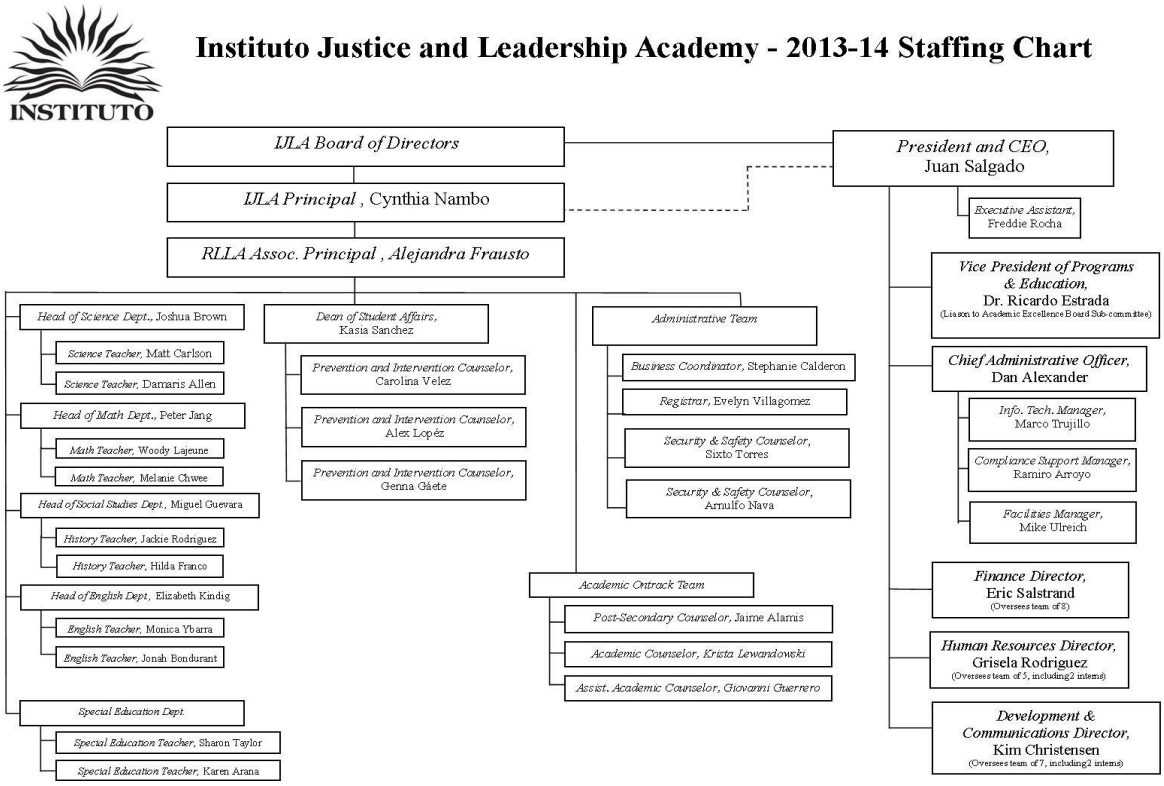
Instituto also strengthens long-standing relationships with community service providers and education entities through its board. Instituto's strategic decision to recruit these community partners into IJLA's independent governing body goes beyond ensuring success—it sends a crucial message about the need to work collectively on structures that are visionary, transparent, and accountable.

As stated previously, IJLA's Board meets on a monthly basis and board members participate in at least one of three standing committees: Academic Excellence, Finance, and Community Engagement. Office holders are additionally required to be part of the Executive

Committee. Specific responsibilities that have been communicated to, and agreed upon, by the Board include:

- Create and Modify Governing Policies (Bylaws, Personnel Policies, and Financial Policies) and School Operating Policies
- Develop working knowledge of current issues and trends to effectively set strategic direction of the Multi-Site Alternative Charter's curriculum, programming, and operating structure
- Provide financial oversight: Approve Annual School Program Plan and Budget
- Hire, Coach, Evaluate, and Terminate the Principal
- Ensure the Multi-Site Alternative Charter is fiscally sound and operates within policies and procedures that are sound, prudent, and ethical
- Nurture the development of Board members as a cohesive working group, and regularly monitor its performance
- Raise funds for the Multi-Site Alternative Charter sufficient to cover approved annual budgets
- Develop and maintain healthy relationships with stakeholders
- Mitigate risks that will threaten the success of the IJLA Multi-Site Alternative Charter

Instituto Justice and Leadership Academy (IJLA) Leadership



Cynthia Nambo, Principal

Ms. Nambo received her Bachelor's in Psychology from the University of Illinois at Urbana-Champaign. Subsequently, she received a Master's in Urban Teaching with a specialization in bilingual education from Columbia College and a Master's from Northeastern Illinois University in General Administration. She also obtained a Type 75 – General Administration.

Ms. Nambo brings years of diverse experience in education and youth work. Having taken part in programs and projects on a national platform, Ms. Nambo served as a coach in the National Council of La Raza (NCLR) Early College High School Network. She was a National

School Reform Faculty that trained in the Critical Friends professional learning community model and helped facilitate and co-design the NCLR National Literacy Conference in Washington, DC. Ms. Nambo has also worked as part of the Small Schools Workshop at the University of Illinois at Chicago where she acted as a consultant to districts and schools in California, Wisconsin, New York, Michigan, and Florida on implementing small learning communities.

Ms. Nambo has also served as a Professional Development Instructor at Big Picture High School and Latino Youth Alternative High School. She taught at the Young Women's Leadership Charter School in Chicago as a 6th grade Science Teacher and at James Hedges Elementary School as a 6th grade Bilingual Language Arts and Science Teacher and 3rd grade Bilingual Teacher. Through these various roles, Ms. Nambo developed her skills in strategic planning, curriculum development, and asset-based supervision.

Prior to joining IJLA, she served as instructional coach for Area 21 of Chicago Public Schools. The professional development and teacher evaluations and teacher development she oversaw in this position continue to be a tremendous help in providing support and growth opportunities for all IJLA teachers. Additionally, Ms. Nambo served as Assistant Principal at Greater Lawndale High School for Social Justice. Her leadership there familiarized her with the operations of a high school, specifically the intricacies of a school with a social justice focus. Ms. Nambo has experience in developing new initiatives as well. She was the Project Director for the Little Village Lawndale High School Planning Initiative which led to the opening of four small high schools on one campus in Little Village. That campus opened in 2005 and providing strong academic options presently. She designed the Partnership for College Access and Success program at Enlace to serve that campus. As Principal, Ms. Nambo oversees IJLA's day-to-day

operations and the school benefits greatly from her training and experience. She will continue to refine the IJLA model in order to replicate other campus' city wide granted through the IJLA multi-site charter.

Katarzyna Sanchez, Dean of Student Affairs

Ms. Sanchez works to build systems that maintain a positive school culture which impart a sense of pride in being part of a rigorous learning community. Ms. Sanchez has a background in Sociology and a Masters in Nonprofit Leadership with a foundation of both the socio-political elements and the systems and processes necessary to work in reengaging out-of-school youth within a wraparound services framework. As the Dean of Student Affairs, she supervises the Student Services Committee (SSC) which has developed a set of social emotional competencies that are aligned to the ISBE State Standards for social emotional learning. She supervises the Advisory Curriculum where these competencies are the main drivers for social emotional and academic assessment embedded in the counseling program. Ms. Sanchez is tasked with to ensuring this structure enhances school culture that reduces misbehavior and the amount of time spent on classroom interventions – creating a solid foundation ideal for learning.

Alejandra Frausto, Associate Principal (RLLA Inaugural Campus)

Alejandra Frausto has just completed her eighth year in the field of education and has taught science, math and art. Her focus includes culturally relevant pedagogy and the impact of culture and identity on cognition. Ms. Frausto is a graduate of the University Of Illinois at Chicago with a Bachelor of Science in Secondary Education, Teaching of Chemistry and is certified by the Illinois State Board of Education in Secondary Teaching with an endorsement in chemistry.

As an educator, the transformative aspect of her teaching style centers around helping students use their knowledge to better themselves and their community. She is currently pursuing a Master's degree in Educational Leadership at DePaul University. Prior to coaching at IJLA, Ms. Frausto has presented and conducted professional development nationally and internationally. Within her work as a coach, Ms. Frausto incorporates liberatory critical pedagogy and theory.

IJLA Implementation Team

Peter Jang, Technology Coordinator

Mr. Jang holds a Bachelor's and Master's degree in Mechanical Engineering and a Master's degree in Secondary Education from the University of Illinois, Urbana Champaign. As a science teacher, Mr. Jang has worked with an interdisciplinary team to develop and implement curriculum involving concepts of humanization and dehumanization of space and violence. Mr. Jang has organized cross-school collaborations with Francis Parker High School, where students worked together outside of the classroom on several occasions to analyze issues of community and cultural wealth as related to the interdisciplinary themes. As the Technology Coordinator, Mr. Jang works as tech-support, research, and implementation of technology efforts at IJLA. He trains staff on existing and new technologies, troubleshoots technical issues, and manages the school intranet and data. He creates spreadsheets and programs to assist in scheduling and data collection and analysis, and manages the flow of information between software databases. He researches new technologies for Education and Digitation, which will serve as the online database storage and communication tool for student digital portfolios. He is the proposed Technology Director if awarded the grant.

Krista Lewandowski, Lead Academic Counselor

Ms. Lewandowski is tasked with ensuring all students are on track to graduation, coordinates all scheduling efforts and testing. Her main task is to ensure competency alignment through course offerings and monitors student success. She will be one of the main users and trainers of our Competency based and Pathway credit system with the technology framework IJLA seeks to build with the proposed technology plan. Ms. Lewandowki is the key person in ensuring the quality of students' four-year planning, integrating their prior school history and credits with IJLA's current course offerings and differentiation of instruction to ensure students are on track.

She is also charged with ensuring the Pathways credits required of students are met with rigorous curriculum, leading students to their future plans beyond IJLA. Her experience is in Special Education, interdisciplinary project-based curriculum development and is a current Master's candidate at Northeastern Illinois University.

Giovanni Guerrero, Assistant Academic Counselor

Mr. Guerrero is the former Competency Tutor Coordinator and will function as the Academic Assistant Counselor in the 2013-14 school year. While his role will include maintaining a supervisory role in the Competency Tutoring Program (an academic support system for students), he will also monitor student success in competencies and refer students into the RtI system if they are in academic jeopardy. In addition, he will assist the Lead Academic Counselor in testing, scheduling, and competency alignment of the curriculum and to ensure students are on-track to graduation.

Instituto Leadership

Juan Salgado, President and CEO

Mr. Salgado holds a M.S from the University of Illinois in Urban Planning and B.S. from Illinois Wesleyan University in Economics. He has served as the President and CEO of Instituto for over 10 years. Under his leadership, the organization has grown from a $1 million operating budget to over $14 million. A recognized national advocate for immigrant rights, Mr. Salgado additionally serves as Board President of the Illinois Coalition for Immigrant and Refugee Rights. As a civic leader, he also serves on the Board for the Chicago Park District.

In his role at Instituto, Mr. Salgado oversees planning, operations, and activities for all entities, including charters and Instituto programs. In relation to IJLA, Mr. Salgado ensures that the school receives the support and assistance it needs to provide for students' success. Additionally, Mr. Salgado sits on IJLA's Finance committee.

Dr. Ricardo Estrada, Vice President of Programs and Education

Dr. Ricardo Estrada joined Instituto as Vice-President of Programs and Education in April 2005. He holds an M.B.A. from North Park University, received an Ed.D. from National Louis University, and has extensive experience in both the nonprofit and higher education fields. He previously served as Executive Dean at West Side Technical Institute and as Executive Dean at St. Augustine College. Additionally, he has more than 20 years of experience creating and implementing workforce development programs, including extensive expertise in adult education, business management, accounting, and economics, as well as organizational behavior and leadership. He frequently speaks before groups such as the Local Initiatives Support Corporation (LISC) and U.S. Department of Education regarding Instituto's programs.

Dr. Estrada is responsible for the overall synergy between the IJLA schools, the Instituto Health Science Career Academy (IHSCA), and Instituto programming, ensuring the programmatic and academic success of Instituto's program and charter participants. He is the liaison between Instituto and IJLA's Academic Excellence subcommittee, providing his extensive education and program expertise. This role is crucial in maintaining program quality and control across organizations and organizational culture.

Grisela Rodriguez, Director of Human Resources

Ms. Rodriguez has over 16 years of experience as a human resources professional, largely with not-for-profit entities such as YMCA of the USA, Brookfield Zoo, and American Association of Diabetes Educators. Ms. Rodriguez is a graduate of DePaul University where she received a B.S. in Commerce, with a specialization in Management of Human Resources and a M.S. in Management of Public Services.

Ms. Rodriguez is responsible for all payroll and state and federal paperwork required for IJLA employees. She oversees enrollment in Instituto's benefits program and filing of employee financial information.

Kim Christensen, Director of Development and Communications

Ms. Christensen came to Instituto with 15 years of experience in resource development and communications. Her specialty lies in individual giving and event management in which she has an established and sustained track-record in increasing revenues and expanding the capacity of development departments. She most recently led individual giving at Housing Opportunities for Women, a supportive housing organization, successfully diversifying their resources including the doubling of event revenues and increasing individual gifts 20-42 percent annually. She has experience fundraising for other non-profit Chicago Public School partner programs

including the Academy for Urban School Leadership. Ms. Christensen earned an M.S. in International Public Service Management from DePaul University, and a B.A. in Economics and Global Studies from Pacific Lutheran University.

Among her development and communications duties for Instituto, Ms. Christensen oversees fundraising for IJLA to ensure that the school has the funds needed to support all of its programs, particularly as they relate to the proposed project. Ms. Christensen also oversees the Super Development & Communications Committee. This is an umbrella entity that serves Instituto and its charters, of which two IJLA board members also sit.

Dan Alexander, Chief Development Officer

Mr. Alexander joined Instituto in November 2012 after 3+ years as Chief Administrative Officer for the Noble Network of Charter Schools, where as its Operations Executive, he oversaw most of the Network's operations support departments. Mr. Alexander was also responsible for the planning and implementation of Noble's first eleven expansion campuses, both during his time at Noble and during his 7+ years with the Real Estate Department of IFF. Mr. Alexander has a combined 18 years of professional experienced in real estate development and is a graduate of Macalester College, with a B.A. in Urban Studies and Geography.

Mr. Alexander's primary role at Instituto is as an Operations Executive, to build and sustain high quality operational supports for Instituto's schools in such areas as information technology, facilities asset management, facilities development, food service, and legal and administrative compliance. For the proposed project in particular, he will work with Instituto's IT Director, Marco Trujillo, to ensure the school's technology infrastructure and capability meets the ongoing needs of the school.

Finance Department

A key to Instituto's successful management is its strategic use of funds during periods of growth. This includes keeping administration costs low so that funds continue to flow to direct services. In 2010, Instituto was awarded a grant to work with Fiscal Management Associates and, through this ongoing partnership, Instituto has developed policies regarding budgeting, cost allocation, and cash flow management to adopt best practices and improve the financial efficiency of Instituto and its charter schools.

Teacher Hiring and Evaluation at IJLA

IJLA hires and encourages applicants from members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. Of IJLA's 20 Employees - two employees are Asian, two are African American, 17 are Hispanic/Latino, seven are Caucasian/White. Eighteen staff are female and 10 are male. Currently, IJLA has a 99 percent rate of retention concerning its unionized teachers. And 100 percent rate of retention of support staff. Three main criteria are used to evaluate teachers' job performance: 1.) Planning & Curriculum Development; 2.) Assessment Based on Competencies; 3.) Delivery of Instruction.

There are four coaching observations a year that lead to two formal observations. Evaluation of faculty and staff are facilitated by a two-year professional growth plan. The plan is guided by annual goals, where progress is monitored through quarterly evaluations in Quarters 2, 3, and 4. In Quarter 1, the Principal conducts a formative assessment and goal development session for year one and two while evaluating Teacher's core strengths. Growth in designated areas are further monitored through additional formative assessments between Q2 and Q3, and Q4 and Q5 within the 2-year professional growth plan. The Principal conducts formal

evaluations while the Associate Principal and/or designated peers conduct the coaching observations.

iObservation (http://www.iobservation.com/), an instructional and leadership improvement technology system, is used to collect, manage, and report longitudinal data from classroom walkthroughs, coaching observations, coaching sessions, and teacher evaluations. Teacher observations are a core mechanism for documenting feedback to teachers. The Principal follows the National Teacher's Certification Rubric, and the observation model by the Jon Saphier; in addition to the Kim Marshall Mini Observation Model.

Incentives include 3-5 percent raises at end of the two-year evaluation dependent on budget opportunities. Growth in competencies demonstrated in the following four criteria determine 3-5 percent raises. The last criteria used for compensation, per the union contract, are whether there is money in the budget.

The criteria below determine raises:

1. Planning & Curriculum Development: Meets 80 percent of targets in growth plan
2. Assessment Based on Competencies: Meets 80 percent of targets in growth plan
3. Delivery of Instruction: Meets 80 percent of targets in growth plan
4. Student Progress in Competencies: 80 percent of students meet 80 percent of growth in competencies

Instituto has a well-developed process in place to recruit and hire teachers from February to May and utilize this existing resource for IJLA. At the IJLA level, teacher hiring is managed, including the technical process and screening of potential teachers, the evaluation and background research on candidates, and finally the actual interview of prospective teachers. The Principal, with the support and supervision of Instituto's President and CEO, has the sole

authority over hiring and dismissing all IJLA staff. Recruitment, evaluation, and compensation are completed under the supervision of the Principal and his/her staff. IJLA is supported by Instituto in the areas of recruitment, benefits administration, record keeping and compliance with government regulations; however, decision-making authority lay solely within IJLA and its Board. At the organization level, Instituto assists in organizing the process, manage technical activities such as posting openings on the Internet, handling human resources (employee files, employee orientation), officially hiring instructors, and ensuring fair hiring practices are met during the process.

The process for hiring teachers is as follows:

1. Resume Screening: Instituto Human Resources, IJLA Principal
2. Check References: Instituto Human Resources
3. Interview: Interdisciplinary Team, across IJLA and Instituto
4. Sample Lesson and Self-Reflection: Instituto VP of Education and Programs & IJLA Principal
5. Lead Team: Make Final Recommendation
6. Decision: Made by IJLA Principal
7. Present Offer: Instituto Human Resources
8. Hiring and Onboarding: IJLA Principal and Instituto Human Resources

Teachers will have ample feedback, training, coaching, and peer learning opportunities to improve any performance issue. Should these efforts not correct their performance or breach with school policy, there are policies that are followed related to disciplinary actions that can go as far as termination of employment.

During the Instituto orientation, each new IJLA employee receives two employee handbooks, one for Instituto and one for IJLA, upon being hired and attends a two-hour long

orientation conducted by the Instituto Human Resources department. The handbooks explain their employment is at will and includes what the organization considers inappropriate conduct and its progressive discipline policies which include oral reprimand, written reprimand, suspension, and termination. It also spells out grievance procedures, should any employee believe he/she is treated unfairly.

Concerning job performance, if a teacher demonstrates two consistent years of less than 65 percent student growth in their courses, does not participate in planning procedures, and does not adapt to assessment practices, then an intensive inquiry phase will be implemented and the union representative alerted. When this occurs, the teacher is assigned a coach for instructional, planning, and intensive curriculum development work in which the results are documented. The teacher then has ten coaching sessions that are documented and three formal observations to note progress in which benchmarks are noted at each formal observation. If by the third observation there is still little to no progress, the teacher is not asked to return the following year. If there is an action from a teacher that may cause imminent danger or safety issues to a student, parents, or other staff members, the union representative is alerted and teacher temporarily dismissed to ensure proper investigation has been made if needed. If an act was found within reason of threat of safety, the person is terminated.

III.) Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving these objectives;

School Objectives and Evaluation

Goal 1: Students will track towards college enrollment by developing both academically and socially/emotionally.

Objective 1.1: By the end of the grant period, 70 percent of students will have reached 80 percent proficiency on competencies.

Objective 1.2: By the end of the grant period, 70 percent of students will have exhibited, on average, one year of academic growth for each year enrolled as an Apprentice or Master student.

Performance Measure: STAR Math and Reading testing and Competency Proficiency Evaluation systems will measure achievements and allow staff to compare gains to similar populations in the district. This system will monitor skill proficiency for post-secondary success. This is important as 80 percent of students entering IJLA are performing below grade level in most subject areas.

Goal 2: Students, Faculty, and parents will exhibit high rates of acceptance of the IJLA system.

Objective 2.1: By the end of the grant period, the average attendance rate at the school will be 85 percent.

Objective 2.2: By the end of the fiscal year, student retention will be measured at 80 percent or higher.

Objective 2.2: Results from a University of Chicago survey will indicate that over 75 percent of students and faculty meet or exceed expectations.

Performance measure: Attendance will be measured by daily attendance collection. Student acclimation will be measured through the results from the University of Chicago Essential Supports for School Improvement, which will be administered every April.

Goal 3: Continue to exhibit sound CMO operational performance.

Objective 3.1: By the end of the grant period, IJLA will have successfully passed all aspects of the financial audit process for the fiscal year most recently completed and score 3's and 4's.

Performance Measure: Annual audit by third-party accounting firm.

Student Objectives Evaluation: The IJLA Campus will undergo a series of programmatic audits that permit the CMO, Chicago Public Schools, and School Leadership to closely monitor the school's achievements of its goals and outcomes. The IJLA Competency-Based Evaluation System (aligned to common core standards) will serve as the main tool for data to improve instruction, curriculum, and achievement.

IJLA will also be juxtaposing the STAR assessment system to calibrate its competency system. The competency system is based on student work within a technology-based portfolio system that IJLA is customizing to competencies. Instead of grade books, IJLA will use feedback books that include comprehensive rubrics based on common core criteria for each assignment. Each performance-based task, quiz, or test, as well as research papers will be assessed for proficiency of a given competency within an online portfolio. IJLA has already initiated the use of Digication, which is primarily used at four-year colleges and universities. By utilizing this process, IJLA's curriculum aligns to post-secondary success. The feedback book via rubrics will include baseline data on target competencies, benchmark assessments, and, in between benchmarks, the feedback criteria used to coach students to skill proficiency.

The goal is to get students to move to 80 percent mastery of competency skills by the end of each course. Teachers will submit their feedback books for review to the Associate Principal and Principal every three weeks that includes a list of failing students and interventions implemented for remediation.

All returning students take a pre- and post-test that will be used as a baseline to inform each student's Personalized Education Plan. A mid-point test in December and post-test in May will then be administered by the Academic Team to measure growth. The STAR (http://www.renlearn.com/se/) provides data on grade-level equivalency and increases in

difficulty or ease as the student answers with frequency correctly or incorrectly. STAR will automatically adjust to the level the student will need to master. This online program gives suggestions on how to practice skills to reach the next benchmark of standards. STAR will provide reports in the following ways: Universal Screener, Measure Annual Growth, Forecast State Test Proficiency, suggest ways to differentiate instruction, Progress Monitor, Observe Longitudinal trends, and Report Master of State and Common Core Standards.

This online program gives suggestions on how to practice skills to reach the next benchmark of standards. It tests 36 general skills in five domains of Reading: 1.) Word Knowledge and Skills; 2.) Comprehension Strategies and Constructing Meaning; 3.) Analyzing Literary Text; 4.) Understanding Author's Craft; and, 5.) Analyzing Argument and Evaluating Text. STAR tests 54 Math skills sets in four domains: 1.) Numbers and Operations; 2.) Algebra; 3.) Geometry and Measurement; 4.) Data Analysis, Statistics, and Probability.

In addition to the STAR and IJLA's Competency Evaluation, the information system Powerschool will be integrated. This will be initiated by August 1, 2013. This system houses ACT, Work Keys, Attendance, Retention, free-or-reduced lunch, and credit information for students, thereby allowing accessibility to data that IJLA will be using to inform its curriculum. IJLA has hired Camelle Logan, CEO of Teaming Solutions consulting company, to guide and shepherd the implementation of PowerSchool/Pearson. The students' transcripts and competency gains for each course will replace traditional grade books and will feed into web-based, application-based, formats that track growth. These formats will track, measure, and summarize academic achievement data. Therefore, students, parents, counselors, teachers, and administrators will constantly know if a student is making weekly progress on his or her competencies.

Students will have the ability to track their own progress daily, are scheduled in their Advisory to check progress weekly, and teachers will give a proficiency status and alert students of passing or failing a course in three week intervals; and the academic counselors will monitor failure rates and refer to the IJLA RtI system of support if needed. This dictates ensuring students can access interventions and practice resources to build toward mastery of any skill, the goal being to reach 80 percent mastery at any benchmark. A major segment of this technology will be a digital portfolio-based system where student work/learning is linked to each competency and rated for proficiency and growth.

The **Competency Based Evaluation Program** is key in ensuring the monitoring needed to remediate as necessary, as described earlier with its 3-tiered intervention system. All data will be reported monthly to the IJLA Board of Director's Academic Excellence Committee, which closely monitors academic achievement for the IJLA charter.

Timeline for Implementation:

IJLA will be in its second year of operation under the Competency Assessment and Evaluation Systems. Digication will provide the portfolio and competency-based rubrics based on IJLA's curriculum, capturing evidence of proficiency and growth. The equipment and supplies that will house the digital portfolio and assessment system will be in place by November 2013.

Creating a digital feedback-concentrated system will give IJLA's 165 students the real-time information they need to meet their academic goals and proficiencies more readily, fueling their desire to master competencies and give purpose to their pursuit of a high school diploma. If funded, IJLA will finalize implementation activities and operate this campus at a full competency-focused scale as the Leveling and Apprentice students enroll in the 2013-14 school

year. CMO staff and school leadership will manage the procurement of resources according to grant terms.

IV.) Describe the administrative relationship between the charter school and the authorized public chartering agency;

In September 2010, Instituto launched the Instituto Health Sciences Career Academy, Chicago's first charter high school addressing the profound shortage of Latinos and urban youth in healthcare. IHSCA serves over 700 students at a 100,000 square foot facility owned by Instituto. IHSCA currently contracts with Instituto to manage core operational services.

In 2012, Instituto was granted a second charter, a multi-site Alternative School Charter to operate as an independent entity under the name the Instituto Justice and Leadership Academy (IJLA).

According to the Illinois Association of School Boards, Illinois charter schools have autonomy in eight areas: to design curriculum independent from the school district; to set educational priorities; to set unique school and school year schedules; to manage fiscal affairs independent of the school district; to set employee compensation rates and/or to provide bonuses; to contract with external providers (e.g. janitorial services, music, art, & gym; social workers; nursing staff; special education services); and, to design different, additional performance standards.

Charters are regularly evaluated by the Chicago Public Schools and must submit detailed annual reports to the Illinois State Board of Education. This system ensures Instituto and IJLA leadership are accountable on several levels to the families and communities it serves, the community collaborative partners, and the school's Board of Directors. IJLA maintains regular

contact with and reports to these governing bodies to ensure its curriculum and programs are effective in serving its students.

V.) Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter schools;

Each year, Instituto engages over 900 young people throughout southwest Chicago and, overall, provides various programs that reach over 11,500 participants annually. Instituto firmly believes that sustainable change is brought about through genuine collaboration. As such, Instituto has developed a broad network of community partner organizations that support IJLA. The school accesses these resources through its partners to enhance the school's capacity to meet the academic, social-emotional, and career/college readiness needs of the students. Because of IJLA's strong belief in the integration of social justice throughout all aspects of the school, it selects partners with similar missions.

At IJLA, Roosevelt University offers a variety of support services for students and promotes access to higher education. For example, during the summer before entering senior year, IJLA students participate in an intensive five day, on-campus experience during which they stay in Roosevelt dormitories, work with Roosevelt students, and take a writing course which culminates in the creation of a personal statement that students can use for college and scholarship applications. Similarly, the Adler School of Professional Psychology's education prepares students to be socially responsible practitioners who engage communities and advance social justice. The Adler School places students at IJLA to host workshops and facilitate lessons on social justice, conflict management, and mental health.

IJLA has made a commitment to include in-school programming for parents and guardians, as well as advocates or partners of students or their children whenever possible. For instance, families are often involved in IJLA's social emotional programming and interventions.

If students have been consistently absent or facing academic issues, families are immediately contacted for a meeting to assess the situation and develop next steps. Families are also encouraged to participate in the school's Peace Circles, a process of discussing and reflecting on conflicts within the school to understand the issues at hand and prevent further escalation. In addition, in the upcoming 2013-14 school year, IJLA will implement a Parent Leadership Group to assess the safety of the school and its curriculum via a Walk Through Protocol once a quarter. Finally, parents and family are always welcome and encouraged to attend award ceremonies, weekly forums, field trips, and family days to build a relationship with the school.

VI.) Describe how the authorized public chartering agency will provide for continuing operation of the charter school once the Federal Grant has expired;

On average, Illinois charter schools receive $7,341 per pupil compared to $9,709 that conventional district public schools receive. Illinois regulations indicate that charters shall receive no less than 75 percent of the school district's per capita student tuition. Consequently, federal grants become a critical resource to ensure all funding needs are met.

Instituto Justice and Leadership Academy's fundraising strategy will ensure continuing operation with sustainable funds. It is driven by four key strategies:

- Grants Management – focused on General Operating, Program Opportunities, and Innovative Solutions
- Individual Giving – focused on Board Contribution Strategy, Major Gift Procurement/Moves Management, and Corporate Engagement Model
- Special Events – focused on Market Driven Sponsorship Opportunities
- New Media - Online giving strategies and New Media integration and campaigning

While managing the acquisition of over $2.7 million in private grants for the organization, Instituto's resource development efforts also led to fostering key relationships and acquiring grants to further the mission and vision of the organization's other charter school, the Instituto Health Sciences Career Academy (IHSCA). These grants include gifts from Baxter International, Partners for Developing Futures, the Walton Family Foundation, the VNA Foundation, and the Illinois State Board of Education, which add to Instituto's experience in managing a philanthropic education portfolio.

A final component to the resource development plan will include partnerships that allow IJLA to reach funders that typically do not directly fund charter schools. By building a broad network of university and large-scale partners, including Adler School of Professional Psychology, Mikva Challenge, Network for Teaching Entrepreneurship (NFTE), and Roosevelt University, IJLA will support core professional development needs related to social justice certification, issues-to-action curriculum development, restorative justice training, and entrepreneurship. Funders uniquely aligned to these efforts include entities such as Boeing, Chicago Community Trust, and JPMorgan Chase Foundation.

VII.) If the charter school desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school, and a description of any of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school;

Not Applicable

VIII.) Describe how the grant funds, as appropriate, will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary;

See Budget Narrative Attachment

IX.) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school;

IJLA's student recruitment strategy relies on working with community and education partners. Typically, IJLA works with these partners to identify services and events that attract out-of-school youth, such as B-ball on the Block, and Fiesta del Sol. IJLA also connects with neighborhood schools for referrals of students who have left school or have been dropped due to truancy. In addition, IJLA's parent organization, the Institute for Latino Progress, conducts weekly orientations to inform community members of resources and programs available at the organization, including IJLA. A final component of the recruitment strategy is the distribution of over 3,000 fliers throughout the community, including libraries, laundries, churches, community-based organizations, and grocery stores.

In order to inform and attract those students defined as homeless, enrollment teams consisting of teachers and special education staff visit shelters to provide parents with information about enrollment procedures and transportation. While there, team members answer questions, help fill out forms, and generally support parents in applying for the school lottery. IJLA encourages enrollment from this population by relaxing policies such as residency requirements and proof of immunization, often prerequisites for enrollment. Finally, IJLA integrates homeless students quickly by expediting student and parent orientation, assessment and placement, acquisition of records, and transportation arrangements. Once students are enrolled, teachers who have been alerted to the homeless conditions of individual students monitor the conditions which have caused the absence(s).

As an alternative charter school, students must be considered "dropped out" in order to participate in the spring lottery, must be at least 17 years of age, and must reside in the city of Chicago. Within these parameters, all students interested in attending IJLA have an equal

opportunity to do so. If the number of applicants exceeds the number of open seats, a wait list is created (also by lottery), and students are admitted as slots become available.

X.) Describe how a charter school that is considered an LEA under State law, or an LEA 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 (IDEA);

For students with special needs, Chicago Public Schools provides funding for special education teachers and case managers to fulfill services required by state law. IJLA employs special education teachers who, in collaboration with the faculty, review students' Individual Education Plan (IEP) and develop lessons with accommodations set forth.

IJLA provides access to all the services special education students are entitled to by law such as instructional, inclusion, personalized IEP's, supportive services, and curricular accommodations when appropriate. Individual student services are determined during the annual review meeting to ensure that instruction will be made available in the least restrictive environment. Students receiving special education services are programmed first for classes, pursuant to Section 13 of the IEP through joint consultation between the student's case manager and programmer. A master schedule has been developed in to ensure that no general education classes exceed 20 percent of students with disabilities. Additionally, IJLA's daily schedule allows for time blocks for specialized instruction, tutoring, and individualized pacing of material.

Students are placed in the least restrictive environment possible and services provided in the regular education classroom with supplemental aids are always considered first. A student may be served using combinations of the following five models: Consultation (CON); Team Teaching (TT); Collaborative Teaching/Regular Education Class (CT/RE); Separate Class (SC); Community-based Instruction (CBI).

All students with disabilities are considered for Extended School. When a student shows probable regression during the summer months s/he will continue attending school throughout the months of July and August. The likelihood of regression is determined by examining the student's progress toward his/her IEP goals thus far paying particular attention to any periods of regression during student absences. Depending on a student's degree of impairment, case managers in consultation with classroom teachers develop strategies to address the expectations surrounding maintenance of acquired skills, rate of progress, and any difficulties students have been experiencing within the curriculum. Those students whose situations dictate are programmed for either a 4-week or 6-week summer program of remediation. If CPS does not provide this, then IJLA will enroll the student in its 5-week summer program where highly qualified special education teachers will provide individualized instruction in accordance with the IEPs. When necessary, the special education team will work with IJLA's health care partners on adaptations to the internship and job shadowing plans to allow for optimal experiences for students with special needs.

XI.) If the eligible applicant desires to use grant funds for dissemination activities under section 20 U.S.C 7221a (c)(2)(C), describe those activities and how those activities will involve charter schools and other public schools, LEAs, developers, and potential developers.

Not Applicable

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** 2013 IRS 501c3 Letter.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment

Tracking Number:GRANT11448633 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T20:59:30-04:00

IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248364843
Oct. 12, 2012 LTR 4168C E0
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INSTITUTE FOR LATINO PROGRESS
% PHIL HALL
2520 S WESTERN AVE
CHICAGO IL 60608-4809

005511

Employer Identification Number: 36-2937375
Person to Contact: Ms. Osborne
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Oct. 02, 2012, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in September 1977.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

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 sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

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INSTITUTE FOR LATINO PROGRESS
% PHIL HALL
2520 S WESTERN AVE
CHICAGO IL 60608-4809

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Richard McKee, Department Manager
Accounts Management Operations

Design Team Information

Primary Contact Name:	Juan Salgado
Mailing Address:	2570 S. Blue Island Avenue Chicago IL 60608
Phone (day):	773-890-0055
(Cell/Evening):	773-890-0055
E-Mail Address:	juan@idpl.org
Fax:	773-890-1537
Secondary Contact Name:	Cynthia Nambo
Mailing Address:	2570 S. Blue Island Ave. Chicago IL 60608
Phone (day):	773-890-0055
(Cell/Evening):	312-371-1077
E-Mail Address:	c.nambo@idpl.org
Fax:	773-890-1537

Legal Name of Design Team or Entity Applying (the name of Design Team should be the same as the name submitted for filing a 501 (c) 3 Status and for application for incorporation in Illinois):
Instituto del Progreso Latino

CMO(s) or EMO(s) that your team is planning to partner with for the proposed schools(s):

Does applying entity operate any other schools? Yes

School Portfolio: List the total number of schools that your organization currently operates in and outside of Chicago.		**Chicago School Portfolio: List the total number of schools that your organization currently operates in Chicago.**	
Total schools:	2	Total schools:	2
High schools:	2	High schools:	2
Middle schools:	0	Middle schools:	0
Elementary schools:	0	Elementary schools:	0
Total students served:	340	Total students served:	340

Traditional schools planned to open in 2012:	0
Traditional schools planned to open in 2013:	0
Alternative schools planned to open in 2012:	1
Alternative schools planned to open in 2013:	1

Proposed School Information

Name of Proposed School:	Instituto Justice and Leadership Academy
Type of School Proposed:	High School
Model or Focus of the Proposed School:	Alternative
Grades Served:	9 to 12
Traditional School or Alternative?:	Alternative School
This proposal seeks:	Contract School

For Charter and Contract Schools:

Incorporation:	Application for incorporation in Illinois pending
501-c-3 Status:	Status pending

School Facility & Location Information

Design Team focused on a specific community?: SOUTH LAWNDALE

If an Independent Facility has been identified...
Address of Proposed Facility:

2570 S. Blue Island Ave.
Chicago IL 60608

Community: SOUTH LAWNDALE

Ward: 25th

Current or Prior Use of Facility: Existing location for Rudy Lozano Leadership Academy charter high school

Address of Back-Up Facility:

Chicago IL

Community:

Ward:

Current or Prior Use of Back-Up Facility:

Staffing

Name of Principal Candidate:	Cynthia Nambo
Daytime Phone:	773-890-0055
Cell Phone:	312-371-1077
E-Mail Address:	c.nambo@idpl.org

Does the Principal Candidate have his/her Type75?
(not applicable to Charter schools)
Yes

School Enrollment Projection

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels
2012-2013	165	165	9-12
2013-2014	330	330	9-12
2014-2015	330	330	9-12
2015-2016	495	495	9-12
2016-2017	495	495	9-12
At Capacity	495	495	9-12

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1. Executive Summary

a. **Mission and Vision:** State the mission and vision of the proposed school. Emphasize the unique and/or research-driven elements of your school.

Over 34 years ago, Instituto del Progreso Latino was founded on the core belief that education is the power and freedom to live and enjoy the best that this country has to offer. This belief has fueled our mission to contribute to the fullest development of Latino immigrants and their families through education, training, and employment that fosters full participation in the changing United States society while preserving cultural dignity and identity. As such, Instituto has evolved into a leading community-based organization focused on high-quality, innovative educational and workforce programs that tap partners across various industries.

Instituto is proposing the creation of a multi-site alternative school charter, the Instituto Justice and Leadership Academies (IJLA) to address the ongoing need for alternative education services across Chicago's Southwest Side. IJLA will serve 495 students ages 17-21 through the application of a new educational paradigm inspired by the principals of social justice and rooted in cognitive strategies that call for high levels of academic achievement and a mastery of skills for the 21st Century. Instruction is structured around a research-driven curriculum, data-driven instruction, a culture of personalization, project and problem base learning, real world application, and urgency - all within the context of an instructional climate of free exchange of attitudes, values, ideas, divergent views, intellectual curiosity, critical thinking, and uncensored inquiry.

IJLA is envisioned as an educational community center emphasizing full integration and participation of faculty, students, staff, parents and partners in decisions that shape the each of the school's existence. Students take responsibility for their learning process and as they learn the meaning of being healthy physically, emotionally, and socially, they make better life choices as citizens and activists. This knowledge is conveyed to their families, peers, educators, employers, and extended community.

b. **Educational Plan:** Briefly describe the educational program of the proposed school, including related instructional methods and performance goals.

IJLA will have a comprehensive college preparatory curriculum based in a social justice framework that will address the various needs of all students. The curriculum design is fully aligned to the essential elements recommended by Doug Reeves research around 90/90/90 schools.
In addition, the curriculum is designed to embed the Response to Intervention (RtI) system. The following elements indicate an **RtI Tier One Infrastructure**, with highlight of the curriculum including:

- Use **Gaps-to-Goals Intake Process** assessing student needs including a Social Emotional Competency assessment
- Each student will have a Personalized Education Plan **(PEP)** documented in portfolio format starting at intake.
- **Conley's Cognitive Strategies** aligned to core of standards competency based assessment.
- Implement a **Competency Based Evaluation System** (Standards Based) that will frequently monitor and provide specific feedback on how a student masters the identified **Common Core Standard** as outcomes.

- Use the **Backwards by Design Curriculum Map** aligned with the Common Core Standards and content standards of each course.
- Challenge students to reach a total of **24 credits aligned to and contingent on competency benchmarks** prior to graduation, a **33% beyond** those required for graduation in Illinois.
- Deliver a program of rigor to provide students with the academic foundation necessary for admission to **competitive colleges** and for success once enrolled in those institutions.
- Embed the reading **of non-fiction material across the curriculum** in all disciplines in order to improve student literacy.
- Develop **communication skills**, especially in the area of writing with a rigorous schedule of student-produced essays and research papers during all three years of the curriculum.

c. **Population:** Describe the segment or segments of this student population that you expect to serve, and your team's general experience serving student populations, including students with disabilities and students in temporary living situations.

Instituto has been operating an alternative high school since 1996. The school was originally started to meet the needs of recent immigrant youth who were either not successful at a traditional high school or simply did not feel comfortable entering into their neighborhood high school because of their age or limited English proficiency. Since then, the population has changed to include more youth who are native born, but who faced other barriers to education. Today, about 99% of the students are students of color, 99% of our students qualify for free and or reduced lunch, 60% of our students consume on a regular basis, 50% of students are gang involved or gang affiliate, 30% of our students are parents or expecting parents, 15% of our students are homeless and 5% of our students have been previously incarcerated or are on probation. As we expand into communities similar to the Pilsen Community where the Rudy Lozano Leadership Academy operates, we anticipate continuing to serve a very similar population. However, our expansion efforts will be driven a great deal by our partner organizations as we leverage their expertise in understanding the unique qualities and needs of each area's youth.

d. **Community/Local Connections:** Briefly discuss your rationale for selecting your proposed community or communities, and describe how the proposed school will meet the needs of students in this community.

In selecting communities for expansion two key aspects were considered: 1) the need for alternative education in the community, and 2) the strength of the partnerships existing between organizations in the community and Instituto. As a result, two areas for additional IJLA schools were selected: Little Village/South Lawndale and Gage Park/Chicago Lawn.

Once the two areas were selected, the two organizations which will serve as the lead partners for the development of the IJLA schools were also identified – Enlace Chicago (Enalce) and Southwest Organizing Project (SWOP), respectively. These two organizations were selected because of Instituto's prior partnerships with them and because of the leadership both organizations have demonstrated within their communities. Both Enlace and SWOP serve as lead agencies for the Local Initiatives Support Corporation (LISC) New Communities Program and led a community assessment in order to develop strategies for improvement which they outlined in each of their Quality of Life Plans.

In both plans, the communities identified needing to broaden local educational opportunities, specifically those for marginalized youth, including gang involved youth and pregnant or parenting youth. Instituto's Rudy Lozano Leadership Academic has already developed a successful model in working with these populations. Additionally, the Alternative Schools Network lists on their website that according to the 2000 Census, of the population 16-19 years of age, there were 3,296 out of school

youth in South Lawndale, 958 out of school youth in Gage Park and 1,214 out of school youth in Chicago Lawn. There is a clearly a demand for programs that actively seek to reengage these youth. We are certain that in working with our lead partner organizations, we will be able to successfully integrate and adapt the model to the new surroundings in order to fully meet the needs of the students in these communities.

e. **Leadership/Oversight:** Highlight the strengths of your leadership team, and briefly describe their relevant qualifications. Discuss the rationale for the proposed school type (i.e. Charter or Contract) and how the Board of Directors will support the mission, vision, and educational plan.

Instituto is proposing to incubate a Multi-site Alternative School Charter that will operate as an independent entity under the name the Instituto Justice and Leadership Academies (IJLA). Instituto is drawing upon its experience operating its current contract alternative school with Youth Connections Charter Schools, the Rudy Lozano Leadership Academy, to build its academic, social/emotional, and career pathway curriculum. Having successfully done this for the last 14 years, and also successfully incubating Chicago's first charter school dedicated to health science careers, the Instituto Health Sciences Career Academy, Instituto believes it is once again positioned to create a new educational paradigm this time impacting the alternative school space.

Instituto and IJLA will execute a Management Services Agreement which will set forth the division of responsibilities between the two entities. The IJLA Board is fully responsible for its governance as set out in its articles of incorporation, bylaws and 501(c)3 designation. Instituto will support IJLA in the areas of leadership and management, accounting and business functions, resource development, marketing-communications, and information technology.

Education Plan

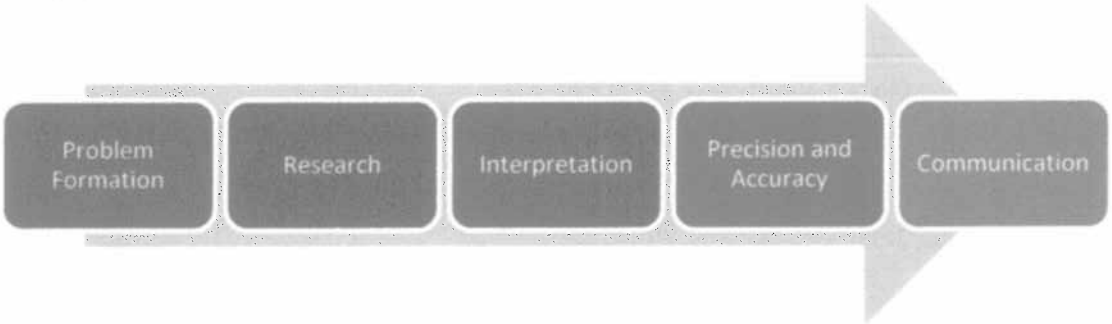
a. **Curriculum Map and Summary:** Provide a brief description of the curriculum, including a course scope and sequence by subject for each grade level being proposed, that clearly identifies the course credits and other requirements for graduation. Include if applicable a list of curricular programs used to support the implementation of the educational program for each grade and subject area.

Attach a curriculum map that identifies course outcome and demonstrates a clear alignment with Illinois Learning Standards and the Common Core Standards. Refer to the Answer Manual for a sample table. Given that students will enter your school with various skill levels, credit levels, and previous high school experience, indicate how you will develop course offerings and a course sequence that meet the needs of your students.

- Given that students will enter your school with various skill levels, credit levels, and previous high school experience, indicate how you will group students and enable them to experience progress. If you will use something other than traditional high school grade levels, explain how these will work and how you expect this to motivate student growth.

IJLA will have a comprehensive college preparatory curriculum based in a social justice framework that will address the various needs of all students. The curriculum design is fully aligned to the essential elements recommended by Doug Reeves research around 90/90/90 schools. These schools have more than 90 percent of the students eligible for free and reduced lunch; more than 90 percent of the students are from ethnic minorities; and more than 90 percent of the students meet or achieved high academic standards, according to independently conducted tests of academic achievement. His research is now a part of the technical support services from the Leadership and Learning Center. In addition, the curriculum is designed to embed the Response to Intervention (RtI) system. The following elements indicate an **RtI Tier One Infrastructure**, with highlight of the curriculum including:

- Use **Gaps-to-Goals Intake Process** assessing student needs including a Social Emotional Competency assessment that will be designed in conjunction with Adler School of Psychology.
- Each student will have a Personalized Education Plan **(PEP)** documented in portfolio format starting at intake.
- **Conley's Cognitive Strategies:** Dr. David T. Conley found that freshman in college success relies on the development of five kinds of cognitive skills. These skills can be learned, yet common educational practices do not teach or measure student's abilities in all five areas. Learning these strategies regardless of whether students attend college or pursue a career track will ensure success. These strategies are the foundation of EPIC's College-readiness Performance Assessment System (C-PAS). Again aligning itself to our core of standards competency based assessment.



- Implement a **Competency Based Evaluation System** (Standards Based) instead of traditional grading that will frequently monitor and provide specific feedback on how a student masters the identified **Common Core Standard** as Outcomes; and use that assessment data to remediate or accelerate students when necessary to ensure full mastery of the essential skills and content.

- Competently use the **Backwards by Design Curriculum Map** aligned with the Common Core Standards and content standards of each course. Below is a sample the Common Core Standards we want students to attain by the end of their PEP and by which the Competency Based Evaluation System will be aligned.
- Challenge students to reach a total of **24 credits aligned to competency benchmarks** prior to graduation, **33% beyond** those required for graduation in Illinois [RtI Tier 1].
- Deliver a program of rigor to provide students with the academic foundation necessary for admission to **competitive colleges** and for success once enrolled in those institutions.
- Embed the reading **of non-fiction material across the curriculum** in all disciplines in order to improve student literacy.
- Develop **communication skills**, especially in the area of writing with a rigorous schedule of student-produced essays and research papers during all three years of the curriculum.
- Stress the **interdisciplinary nature of all learning** using both units and *de facto* connections made between math and science, and language arts and social studies.
- Embed the fine arts across subjects insuring that all students are exposed to the arts.
- Rigorous **Standard Competency Rubrics** across the curriculum
- Use of the **Cognitive Readiness Model framework** in daily lesson planning

The **Pathways** component will include the following elements:

- Contextualize all coursework in the frame of **leadership, impact on society, and employment.** Include ethical and legal issues so students develop critical thinking and the skills needed to present themselves persuasively in a variety of ways.
- Prepare students with **employability skills** by offering professional certification in the nursing field for all students through work in our in-school community clinic and other experiential learning opportunities.
- Develop in students **the teamwork ethic** essential for success in the workplace by having problem-based and experiential learning opportunities across the curriculum.
- Utilize **technology as a means to solve problems** and organize so students learn technical skills and the information technology applications utilized in today's world of work.

We recognize that this is ambitious but in a curriculum of rigor, more is gained by setting high standards and striving for them rather than by constraining our goals and never approaching our students' full potential. The chart below delineates graduation requirements as an output of the curriculum design.

Grade Promotion Policy

As noted above, each credit attained is intricately linked to Common Core Mastery standards.

Grade	Description
Leveled Promotion	To be promoted from the **Leveled Competency to Apprenticeship** at IJLA, students must have: • A minimum of 7 units of credit released only if 80% of Mastery standards have been achieved • Consumer Education embedded in Financial Literacy • Have completed at least 1 core course in Science and Social Science • Have completed at least 20 community hours • 10 pages of an Auto biography • 80% meets Social Emotional goals
Apprenticeship Promotion	To be promoted from **Apprenticeship to Mastery** at IJLA, students must have: • A minimum of 14.0 units of credit • Have completed at least 3 core courses in English and Math, • Have completed at least 2 core course in Science and Social Science • Register for ACT for new students/take ACT current students • Have completed at least 30 community hours • 10 continued pages of Auto Biography • 80% meets Social Emotional goals
Mastery Graduation	To be a **graduate of Mastery at IJLA**, students must have: • Completed all 21 academic credits linked to Competency skills • Completed 40 hours of community service • Passed the College Prep course • Complete graduation checklist • Passed the US Constitution Test • Taken the PSAE • Final Auto Biography • 80% meets Social Emotional goals
Pathways	• 3 credits • Coursework in the frame of leadership, impact on society, and employment: Internships, ACTIVOS (Issue-to-Action), Independent Research Projects, and Job Performance • Coursework to prepare students with **employability skills** by offering professional certification in the nursing field for all students through work in school and other experiential learning opportunities

Pathways: This will be available for students at any competency level. They will have the opportunity to receive an additional three (3) credits. Therefore accelerating skill mastery flexible pace. However the three (3) credits are a requirement for graduations.

Scope & Sequence

The college prep nature of the curriculum is guaranteed by the fact that the core skills of our program are directly drawn from the **Common Core Standards**. Illinois Standards will be used to identify sub-skills aligned to the Common Core. The college readiness standards will also be used as a progression toward the Common Core standards until a final determination is made on how the Common Core standards will be tested. Once mastery is proven with evidence from the coursework students will be able to earn projected credit and only then.

Rudy Lozano Leadership Academy Scope & Sequence					
Subject Area	***Total Credits***	*Leveling*	*Apprenticeship*	*Apprenticeship*	*Mastery*
English Language Arts	**4**	**Thematic Literacy**	**Literacy of the Oppressed** **Creative Writing**	**Power and Conflict** **Power of Writing**	**AP English**
Mathematics	**4**	**Financial Literacy**	**Pre-Algebra**	**Algebra 1.5** **Geometry**	**Algebra 2**
Social Science	**3**	**n/a**	***Latin American Studies** **Contemporary Issues to Action**	**US History**	
Science	**3**	**n/a**	**Environmental Science**	**Biology** **Chemistry**	**Physics**
Foreign Language	**2**	**n/a**	**Spanish 1**	**Spanish 2**	
Art	**1**	**n/a**	**Performing Arts** **Media Arts** **Art**	**n/a**	**n/a**
Career Ed	**1**	**n/a**		**College Prep** **Pre-C.N.A**	**n/a**
Health	**1**	**n/a**	**ELO Health**	**n/a**	**n/a**
Electives	**5**	**Courses aligned with student needs**	**Courses aligned with student needs i.e. Independent Research Projects; ELO; Dual Enrollment; Proficiency Exams**		**Summer CNA Courses; Paid Internships; Etc**

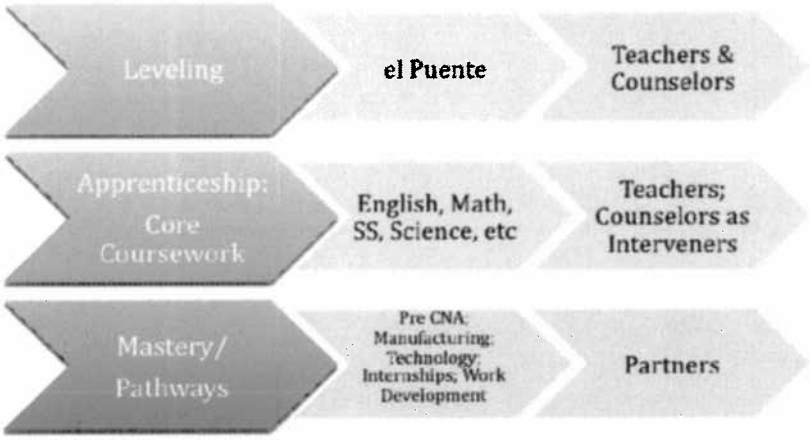
COMPETENCY LEVELS: Contingent on Incoming Credits and Skills Level

We will group and appropriate course work in the following ways:

1. Leveling =7 Competency Credits which are Defined by Mastery of skills
2. Apprenticeship = 7 Competency Credits
3. Mastery = 7 Competency Credits Linked to Mastery of Skills

Three additional competency credits that can be taken at any Competency Level that encompass Pathways, various forms of Independent Studies, Internships, Dual College Enrollment, or Extra Learning

Online. This infrastructure was designed to allow flexibility to accelerate and/or remediate learning and includes courses based on mastery of academic and job performance skills. This vocabulary accompanied by skill articulation is intentional in identifying progress of course outcome mastery. This will give students a more accurate picture of how they are progressing through their PEP portfolio. For example, a student that has come straight into an Apprenticeship Phase potentially will need 10 to 17 credits more to complete their graduation requirements. If the student is successful they can articulate that they have mastered 75% of the IJLA competencies and will earn the placement in Mastery courses.



The IJLA educational program design assumes that we will have students with varying needs and learning experiences. After an extensive intake process called Gaps-to-Goals rooted in assessing student gaps in credit and most importantly skills mastery, a Personal Education Plan (PEP) will be initiated. As described in the education plan we are offering three proficiency levels of coursework to accommodate the varying needs: Leveling; Apprenticeship; and Mastery coursework will provide an opportunity to individualize student coursework & skills attainment. These plans will be accessible on a log in Web based program therefore available 24 hours 7 days a week and will be used as a tool for the student, his/her teachers, counselors, and families to plan their goals. This is also reflective of a **Tier 1 RtI infrastructure**.

Traditional grade levels reflect a number in sequence only indicating how many years they've been in school or how many credits they've attained. Its mere existence offers zero clarity on where students are in their education program and whether they have mastered any skills. The "old & far" segment needs to recover partial to full credit in a small amount of time that does not align to traditional high school grade levels. Unfortunately, this population has likely ingrained doubt of their intellectual ability, and has received scarce, if any, feedback from teachers on what their specific strengths or areas for improvement are in a specific actionable manner. These students will need to see progress and development quickly and easily. IJLA will identify students at three major levels of program accomplishment. This population deserves that we invest in leveling their disposition for learning considering they will have to redefine who they are as a learner and scholar. Many students have come to RLLA, IJLA's incubator, with a significant amount of credits however with low skills. Therefore these students will need to see tangible progress benchmarks that are quickly actionable. IJLA will categorize coursework in the following manner equating "grade level" to a model that indicates skills development over the potential three years at the school. Since each Competency Level assumes an indicator of progress students will see that they are capable within a reasonable timeline to graduate from high school and secure a post secondary option.

This year RLLA (IJLA in incubation) will pilot the first phase of a **Competency Based Evaluation System** (standards based) that will assess students' skills and command that teachers give specific focused feedback for improvement in competency performance. In 2012, IJLA will launch its second phase where the Competency Based Evaluation system will be used for evaluation (grading) in all courses of our educational program. Further analysis of the 90/90/90 school research on grading persuaded the design team to adopt the research model's recommendation on evaluation (grading). Further evidence is the claim that student success is overwhelmingly dependent on the feedback a student receives. In fact a study by John Hattie and Helen Timperley on "The Power of Feedback" found in the Review of Educational Research demonstrate showing the highest effect sizes involved students receiving information feedback about a task and how to do it more effectively. Lower effect sizes were related to praise, rewards, and punishment whereas percentages or letter grades impact falls along this arena. Based on this research the design team noted that grading is an equity issue. If feedback is scarce then students are working with ambiguous moving targets therefore contributing to their failure. If IJLA states that the Competency Levels are driven by skills mastery, then an evaluation system aligned to give specific feedback on progress would be essential to our program success. RLLA has already started to initiate a standards based system in some of the courses. The potential of this system looking forward is that students will be able to click into their grade book and see which skill they haven't mastered and which skills they have. They will then be able to click on examples of that skill not mastered, a resource if practice or problem solve, and a link to the teacher to gauge the next opportunity for mastery. This is more real time specific feedback. The student then has power over his or her own learning; and resources to reach identified milestones. **This also a Tier 1 RtI component**.

See Attachment 1 for Full Curriculum Map

b. **Track Record of Proposed Curriculum:** Provide evidence that the proposed curriculum is research-based and has been, or will be, effective with the student population you plan to serve.

Instituto strives to implement research-based and data driven programming across the entire organization. As such, RLLA has already begun to implement some of the essential elements indicated by the 90/90/90 research, including:

- **Writing Intensive:** Students write frequently in a variety of subjects.
- **Standards Based Assessment:** The English department has already piloted using standards based assessments.
- **Performance Based Rubrics:** Other departments have developed performance based rubrics for in-class or inter-disciplinary projects.
- **Collaboration:** Time in the Master Schedule is organized so that teachers are in frequent collaboration using "Examining Student Work Protocols" as the focus of their discussion.
- **Focus on Learning:** Teachers are highly focused on student learning.

These elements have been in existence and have contributed to RLLA's continued success. These elements, and others of the 90/90/90 research, will be implemented across the IJLA network.

In regards to our prior track record, RLLA currently exists as one of the top performing campuses among the Youth Connection Charter Schools in several areas, including attendance and programmatic innovation. YCCS rated the current RLLA school model, high on the Quality School Measure resulting in

a 3.24 out of 4 GPA. The chart below demonstrates some of the additional indicators and the rating YCCS assigned to RLLA.

Measure	GPA
Has a rigorous academic curriculum, standards, and assessment portfolio	4
Has an effective instructional program	4
Has student supports	4
Employs youth development principles	3.50
Has a continuous school improvement agenda with a focus on teaching and learning	3.67
Leadership - Adequate infrastructure to support high quality teaching and learning	3.25

Because of our continued success, RLLA has been able to expand its student body from 60 in 2001 to 155. Over the last 5 years, performance has also trended upwards with a 22% increase in Reading, a 33% increase in Math, a 21% increase in Student Retention, a 31% increase in Graduation, and a 37% increase in Post Secondary Placement. Additionally, average attendance over the last 5 years has remained consistent at 80%, and this year, RLLA saw an increase to 82%, a significant accomplishment for this student population.

Leveraging Instituto's strength in Career Pathways and Workforce Development has now led us in the direction of ramping up our post secondary infrastructure with phenomenal success. Of the students that were enrolled in a Career Pathway, 100% reached the Compass benchmark to place into the CNA program.

All of these outcomes are a principal product of increasing the rigor and alignment of the curriculum, championing a new model for restorative justice that engages students and builds ownership of their academic and high school experience. Under the IJLA charter, we will seek to continue to develop and build upon this solid foundation and demonstrate exponential growth among a previously underserved community of young people.

c. **Curriculum Development Plan:** submit a timeline (from December 2011 through July 2012) that outlines plans to develop curricula for the proposed school prior to school opening. Please indicate how this timeline aligns with teacher hiring and professional development calendars.

Curriculum Development Timeline	
December 2011: Principal & RLLA Curriculum Leads	**Prioritize Common Core Standards** • Student Work Analysis & Data Analysis • Prioritize Common Core Standards • Backwards by Design; Standards-Based Assessment; and Common Core Alignment Professional Development • Identify Assistant Principal Once Common Core Priority Standards are identified we will work with our curriculum advisors in designing curriculum maps that embed the skills and content necessary to successfully scaffold student mastery over the 3-year program at IJLA. To do this we will collect anchor assignments from RLLA students to assess where their skills currently lie. In addition, we will use EPAS data to determine priority areas to develop to reach our Common Core priorities.
January 2012: Principal, Assistant	**Development of Curriculum in consultation with 90/90/90 curriculum experts.** • Identify priority Common Core Standards as aligned to Conley's Cognitive

Principal & Interim Curriculum Leads	Strategies for a graduate of IJLA. • Amend Common Core Priority Standards based on this data • Continued Professional Development on Standard-based grading While the existing RLLA curriculum exists, this 2011-2012 school year will be used to develop the IJLA curriculum. The decision to ground all of our courses in the Common Core Standards, Conley's Cognitive Strategies, and frequent feedback on mastery of skills will ensure IJLA's curriculum is coherent. It aligns what is taught in each of the courses, the acquisition of the skills needed for mastery, job or internship performance, and equally important, movement into post-secondary education in the fields of their choice
February 2012: Interim Curriculum Leads & Teachers	**Review and Identification of Texts and Materials** • Revise Curriculum Map • Identify Texts and Supplemental Materials Much of the review of the texts will run concurrently with the development of the curriculum map, but it may be necessary to develop materials that serve as texts if we find there are no acceptable selections for our purposes.
March 2012: Principal & Assistant Principal	**Identification and Training of Select Staff** • Identify current RLLA staff that will add value as IJLA's staff once it is a charter • Recruit and Interview needed staff We expect to begin recruiting an assistant principal and Curriculum Leads for IJLA in January 2012 and hire these individuals by March 2012. (The rest of the teachers will be hired to begin in July of 2012.) We will seek to find a mix of experienced staff who understands the challenges of a new charter school and who view our curriculum as a place which offers personal opportunity to contribute their specific expertise. We seek teachers energized by the idea of a progressive and rigorous curriculum. We seek teachers who have recently been exposed to the newest pedagogy in the social justice and problem solving areas, as well as teachers comfortable with the interdisciplinary nature of our program. We seek teachers who are comfortable as team members and mentors. This core group will be oriented with the existing RLLA strategies being used and in the proposed IJLA model. They will also begin to work on the development of the IJLA curriculum.
April 2012: Teachers	**Development of Curriculum Map and Course Outline for each Course** • Publish Curriculum Maps The curriculum map which will contain all the courses we will offer over three years will need to be completed prior to the development of specific course outlines that will identify a quarterly and weekly breakdown of the delivery of instruction, both skills and content. In order to insure the rigor and prevalence of social justice that we seek, this will be done prior to the assigning of teachers to individual courses. While we strongly believe in the expertise of teachers to deliver their course material, we believe that consistency among all teachers in their incorporation of essential course material, social justice themes and skill mastery is necessary for student success. Our intention is to provide clear outlines of the content and skills we believe necessary for each course and ask teachers to bring their creativity to the presentation of that material.
May 2012: Inter Department Teachers	**Group Meetings to Map and Plan Interdisciplinary Instruction** Department chairs will also need time to plan integrated instruction and plan their time, both for team-teaching opportunities and for individual teaching of their disciplines. This stage will

	include the design of activities which will assist students in the wide range of life-skills that we hope our mentors will direct our students in. The successful development of interdisciplinary instruction will be critical to the development of our school culture.
July 2012: Principal Leadership & Learning Center (90/90/90)	**Training of teachers and lesson plan development.** • Train new teachers in the specifics of curriculum model • Training new teachers in skill mastery and how to assess for grades • Create lesson plans We expect to begin training staff in the specifics of our curriculum model throughout the summer prior to the opening of the school. We envision professional development to occur during this time in conjunction with the department chairs and lead teacher. We expect it to be necessary to instruct all teachers in the connections between the Common Core Standards and the content areas and help them to develop the materials to address this within the context of their individual courses. A critical part of our program is our regular assessment of student progress through regular assessments, quarterly assessments and semester exams. Teachers will be instructed in the appropriate use of rubrics to provide feedback on individual assignments and projects and the use of portfolios to review student progress over the long run are additional opportunities for feedback and suggestions for improvement when needed. Throughout the year, our goal will be to keep our students on the track to mastery and success in all their work in every course. Likewise, teachers will meet to review the results of these assessments and determine when "re-teaching" is necessary or when adjustments need to be made in delivery to bring about increased student achievement. The development of lesson plans will start in July and continue throughout the summer. We envision our teachers working collaboratively at times on these, individually at other times. We expect that mentor teachers will review and assist new teachers in the process of daily lesson plan development.

As indicated above, the Assistant Principal and Department Chairs will be hired in January 2012 and will engage in ongoing professional development thereafter. The remaining teachers will be hired in July 2012. Professional development for the staff will begin that month in the areas of the IJLA curriculum model and in expected student assessment processes. Professional development will continue past July 2012 as indicated in the professional development calendar in Section 8 of this application.

d. **Instructional Strategies:** Describe the instructional strategies that will be implemented at your school to support the educational plan and why these methods are well suited to address the needs of the population you plan to serve. Discuss how teachers will use different methods of instruction to meet the needs of all students.

IJLA has embraced a number of educational strategies, which support the goals of the Gates Initiatives for Schooling: Rigor, Relevance and Relationships and 90/90/90 school research.

We address each component of our program within the context of social justice, presenting coursework in an interdisciplinary context to see the connections between content-area. Moreover, we engage students in the content of each course by fronting the controversies that surround many of the issues of youth and their communities through an emphasis on critical thinking and intellectual discourse. While supporting student's skill mastery teachers will provide multiple opportunities to reach mastery.

Interdisciplinary Learning: Our program grounds all coursework in a context of Relevance. We address each component of our program within the context of social justice presenting coursework in an

interdisciplinary context which makes connections for students between the skills and their significance in their future careers. Our students study literature through the lens of historical events and social movements. Our students study chemistry while also learning how various chemicals play a role in their everyday lives whether through beauty products or processed foods. They simultaneously learn how media plays a role in constructing notions of beauty and question why there is an overabundance of processed foods and not fresh foods in their communities.

Critical Thinking: We engage students in the content of each course by fronting the controversies, which surround many of the issues of social justice today through informed persuasion. We encourage our students to think independently, think creatively, and strategize for optimum societal and community impact. A disposition to critical thinking underlies this pedagogy.

Writing to Learn: Teachers in all classes will frequently ask students to write to build understanding of content. Students complete written portfolios in math classes, journals and responses in social studies and language arts classes, and lab reports in science classes. We see this as being beneficial not only to encourage a reflective process for students, but also for them to strengthen their writing skills, which are so oftentimes lacking in students when they enter into a post secondary program.
Socratic Seminars: Teachers create opportunities for dialogues that build deep understandings about texts and ideas. These structured discussions ask students to interact with a text and with each other to deepen their own understanding of what they read. Discussions serve as a time for students to examine their prior held beliefs as well as to challenge them to consider different and, at times, opposing viewpoints.

Problem-based Learning: With emphasis on research-based, open ended investigation problem-based investigation acknowledges the complexity of all intellectual pursuit. There are no easy answers for civically engaged individuals as they face the ethical and sociological issues at the forefront of the society today. Problem-based learning allows for opportunities for students to develop innovative solutions to problems rather than being taught what solutions have been traditionally implemented in the past.

Technological Literacy: Equally important is our use of technology to facilitate problem solving across academic disciplines. As students plan for post secondary life, few areas do not require a minimum level of technological literacy. Students must learn to use technology as a tool for increasing access to information, communicating with individuals outside of their immediate surroundings, and for creating change.

Exhibitions of Learning: Students must have opportunities to exhibit their mastery of skills and knowledge to their families, community members, and peers. This culminating event takes place when students finish their projects and are ready to share them with the community at large. While the culminating presentation of learning will be just prior to graduation, students will have multiple opportunities before then to demonstrate their progress.

Cognitive Readiness Model: This is a differentiation model that paces cooperative grouping and high-level cognitive tasks intentionally within the lesson of a 45 minute or 90 minute course. Each pace should be 15 to 20 minutes before transitioning to another cooperative grouping strategy. Cooperative learning strategies such as pair share, triad, quad or whole group are matched to the cognitive demand being paced in the lesson. This coordination maximizes students' cognitive readiness for mastery of content or skill. Each of these grouping strategies must occur during a class period 85% of the time. This

allows students to build intellectual relationships and learn from each other. Teachers ask students to work in groups to solve problems, grapple with issues, engage in paired reading, and create projects. Conferencing with students about performance targets being met or not. Group feedback sessions that inform performance targets will also be used. The recommended principal designed this model.

e. **Assessing Student Needs**: Describe the research-based theory or model you will use for students to learn critical thinking, literacy, writing, research, and math skills and habits of mind necessary for postsecondary success. Discuss how you expect instruction of these to look in the classroom, including how you will remediate for students who enter with low skills and how you will scaffold the development of college-level skills.

IJLA will conduct ongoing needs assessment in two ways:

1. Implementation of **Gaps-to-Goals Intake** process that will inform placement into the Competency Level with corresponding coursework aligned to current competency level. Incoming students' anticipated graduation date is contingent upon prior credit attainment, age, and skills mastery. Upon entering IJLA, a review of students' incoming credit attainment and performance on standardized exams such as EPAS (Explore, Plan) ACT and WorkKeys, if applicable are reviewed and assessed to identify their competency skills to date. In addition to reviewing students' credits and skills, students are provided with a "battery" of assessments such as the pre-COMPASS exam, Gates MacGinitie Reading Test (GMRT), and IJLA developed assessments in the areas of reading, math, and writing. All of these data points will inform which Competency Level and therefore coursework a student will be placed. In addition, a Social-Emotional Assessment will be a part of the intake process and indicates the first step in each student's Personalized Education Plan (PEP). This is essential because each student's learning disposition is a driving mechanism for success. These diagnostics and assessments reveal the strengths and gaps students currently possess and allow us to design an experience that will re-acclimate that disposition for success in our program.

   Upon completion of reviewing the competency skills and social emotional assessment, the school team creates the students' Skills Mastery Inventory, based on Common Core Standards, RtI inventory and Conley's strategies, as the foundation from which academic and social emotional competency goals are developed in collaboration with the student, parents/guardian, mentor, teacher, and/or counselor. Once identified the competency goals are documented in the PEP. This component embeds **Tier 1 and Tier 2 components of RtI.** Upon the completion of this the Gaps-to-Goals inventory, the student works with teacher and counselors to develop the first phase of the PEP portfolio that outlines the students' current knowledge, skills, and expertise, aligns the students skills with Common Core Standards/ Skills acquisition and identify projected academic, life, and career competency skills and goals. At this point we will be able to identify any **Tier 3 interventions** needed for a student early minimizing that remediation may deteriorate if late.

2. Ongoing monitoring by student, Familia teacher, counselor, and family will be feasible using the PEP in portfolio format capturing credit gains per core subject area in alignment to the Common Core Standards and Conley's Strategies Competency targets set for graduation which would be ongoing summative assessment system. Plus, the Competency Based Evaluation System will be a real time progress check system. Both informing for adjustment monitoring students on their competency performance per course.

   Together, the students and school team identify a projected graduation date. IJAYA students are orientated to be drivers of their own educational experiences and performance outcomes. Through ongoing competency skills assessment meetings in collaboration with school team, the students set,

manage, and evaluate their educational program outcomes. Once the infrastructure charter and evaluation system are implemented IJLA will phase up a technology management system for student, teachers, and counselors to monitor with ease.

f. **Remediation:** Describe the research-based theory or model you will use for students to learn critical thinking, literacy, writing, research, and math skills and habits of mind necessary for postsecondary success. Discuss how you expect instruction of these to look in the classroom, including how you will remediate for students who enter with low skills and how you will scaffold the development of college-level skills.

After a Gaps-to-Goals intake process occurs a more accurate assessment of student needs.
Students will receive remediation in these ways based on the research based RtI model and that of the 90/90/90 model. Students will receive **Tier 3 interventions:**

1. If identified in the summer after the Gaps-to-Goals intake process
2. If a student is only hitting 20% of their competency goals in 2 or more courses
3. If a student self identifies

These are the interventions for ALL of our students including ELL and Special Education students:

The **Bridge Course in Leveling Coursework:** This course is being piloted this year with RLLA, incubator for IJLA with an interdisciplinary social emotional focus. As described above in the image it will engage in inquiry based units of study. For example, one unit already planned is the question, Why is there a large percentage of Latino and African American students dropping out? This essential question starts to unpack students' own reality and calibrated their disposition. Each unit will operate from Conley's five Cognitive Strategies described in the Curriculum Summary. They will look at statistics (math), read articles on the subject (language arts & social studies), collect evidence, argue different perspectives, and finally write a research paper synthesizing the research and their perspective. This will be a team taught course with the Student Success Team (counselors) and planned closely with the Thematic Literature Course of which the teacher is certified as a Literacy Specialist.

Thematic Literature Course in the Leveling Coursework: In this course some of the reading and writing needed to accomplish the Bridge Unit can occur. In addition, the data from GMRT will inform the teacher on what literacy strategies are needed for that cohort of students with low credits and low skills. These two instructors will also work closely with the Math teacher of Financial Literacy.

Financial Literacy in the Leveling Coursework: This course specifically is also being co-taught with the Center for Working Families Financial Coach. Therefore rooting the math skills prioritized from the intake assessment in real world application and linked to the Bridge course for numeracy understanding. In addition the Consumer Education course work will be completed meeting State graduation requirement.

The **Competency Based Evaluation Program** is key in ensuring the monitoring needed to remediate as necessary. Again, if students are only meeting 20% of competencies at the 5-week progress reports then adjustments must be made in the instruction is needed as a **Tier 1 intervention**. After checking in at 7 weeks if the student is still at 20% it will move into a **Tier 2 intervention** and a counselor will meet with the student and set a contract in place to meet competency goals. Goal is to get student to move to 80% mastery of competency skills identified for each course.

All students will be given opportunities during school, after school, and during the summer to develop their skills until mastered. The emphasis in reading, writing and speaking is embedded across the board. The school structure of **Learning Centers** systematically provides opportunities for differentiated instruction. The Learning Center will occur on our Re-structured Wednesday to allow teachers to rotate as tutors that have subject expertise along with volunteers.

ELL Students

Based on the current population from the neighborhoods we intend to serve, we are anticipating between 18%-20% will be ELL students. Currently we have 8 teachers and staff that are bilingual. These students and their families will participate in our which consists of a five-week intense ESL program to increase their skills and prepare them for high school. This program will be offered through Instituto ESL program. We will develop an aggressive recruitment plan to hire bilingual teachers not only with our partner National Louis University but with other colleges of education as well. After School, Saturday Academies and Summer Academies are offered to our students through the Keep Educating Youth Program, an established and successful year-round program from Instituto that offers students and parents tutoring, homework center, life skill development, career education, arts and culture and other enriching programs. Another option that we will provide for remediation is the Extra On line learning as it pertains to the competency gaps student need as outlined in their PEP and IEP if appropriate. We estimate serving an average of 13% Special Education students. Depending on their required IEP minutes we foresee having two special education students. Their IEP priorities will be transferred to their PEP portfolio by their Familia Teacher and assigned counselor to ensure that they receive all support services available at IJLA and meet competency goals especially designated by their needs.

g. **Accelerated Learning:** Describe the specific programs and services that will be provided to meet the needs of accelerated students. Discuss how you will identify students to participate in accelerated learning activities.

Our mastery Pathway will be provided for those students who demonstrate high levels of performance hence demonstrating independent skills. The following are accelerated learning pathways:

- Unpaid Internships
- Paid Internships
- Dual Enrollment at Roosevelt as well as future partners
- Independent Research Project using Conley's 5 Cognitive Strategies
- Work Development
- Extra Learning Online (ELO)
- CNA Programs
- AP Courses as Dictated by Staff Certification
- Other Certification Programs

In addition, there will be three (3) credits that are accessible throughout their three Competency Levels: Leveling; Apprenticeship; and Mastery. The summer will also provide an avenue for Pathways as well as an opportunity to attain 3 competency credits.

IJLA students will have significant opportunities for advanced students to push themselves further than they might have envisioned. Students will also be provided with opportunities to take the compass exam to determine if they qualify for dual enrollment courses, these courses will complement their career pathways accruing credits and requirements for their pathway certification. On-line/Virtual learning will provide students with enriching opportunities to take advanced courses.

Students mastering 90% -95%of their competency targets in the PEP at by quarter will be matched with accelerated learning pathways. In addition, students mastering 90% of their Interim Performance Assessments will enter into accelerated learning pathways.

h. **School Calendar/Schedule:** Describe how innovations in the proposed school calendar and daily schedule will be utilized and how they will enhance student achievement. *Note: If proposing a longer school day/year, please ensure that your team has budgeted for overtime pay for faculty and staff, as appropriate.*

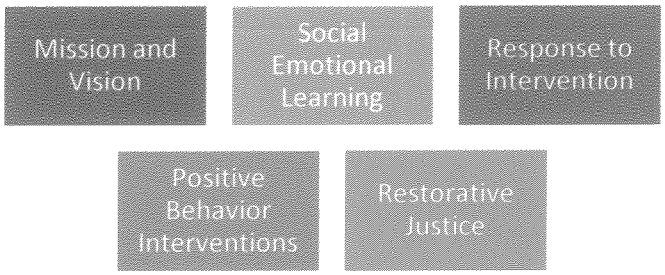
The school year is made up of four quarters of 9-10 weeks that total to 174 instructional days. School day begins at 8:30am and ends at 3:15pm. Students start the day with a 45 minute first period, and continue on with three 95 minute block classes. After second period students will attend a 25 minute lunch/Familia Advisory Program rotation. In addition, students have a 10 minute "Mental Health/Nutritional Break" for students and staff to stretch, breath and/or have a snack right before fourth period Monday, Tuesday's and Thursdays. Wednesdays is a half day schedule with 45 minute classes and an end of the day Familia life skills school wide forum. Fridays includes a modified schedule to include ending the day with Familia interest based groups to further develop social emotional growth.

Teachers are scheduled from 8:00 a.m. to 4:00 p.m. Teachers instruct one 45 minute period and two 95 minute blocks. All staff meets Monday morning for a 45 minute meeting to kick off the week. In addition, teachers meet in department meetings on Wednesday as well as a two hour professional development session.

See Appendix E for School Calendar

3. Guidance and Counseling

The foundation of the guidance and counseling process at IJLA will utilize the American School Counselors Association (ASCA) National Model as a framework to ensure comprehensive counseling services to all of our students. The four quadrants of the ASCA National model include: foundation, delivery, management and accountability. The foundation quadrant focuses on the core philosophical elements of the services that are to be provided. At IJLA our core elements include the mission and vision of the organization, social emotional learning, response to intervention, positive behavior interventions systems and restorative justice.



The delivery quadrant encompasses the various types of services in which the school plans on delivering counseling to students. At IJLA we plan to incorporate individual student planning, guidance curriculum, responsive services and systems support. The management quadrant speaks to the components utilized to manage counseling resources, time and energy. The counseling team at IJLA develop smart goals

every year in regards to meeting desired outcomes for retention, attendance, graduation and post-secondary transition. In addition, action plans are developed to clearly articulate the steps towards meeting set goal, including collection of data and cycles of reflection and evaluation. Lastly, the systems quadrant speaks to the ability to set up a counseling program that is results oriented. At IJLA the counseling services are reviewed using a comprehensive system including the attainment of smart goals developed at the beginning of the year, counseling performance evaluations that are tied to the ASCA National Model framework and the consistent review of data from: attendance and retention to perception data.

a. Individual Counseling and Academic Guidance

i. Describe how one-on-one counseling will be used to support students. How will this fit into the school day in such a way that it minimizes interference time in the classroom?

The one-on-one counseling process at IJLA will begin immediately after completion of student orientation. Each student is assigned to a Prevention and Intervention Counselor and prior to his/her first day of school, the counselor meets with the student individually to complete a strength-based assessment that identifies the student's strengths and areas for improvement. This process culminates in the creation of individualized plans to support the student referred to as the Alternative Education Plan (AEP).

Through the AEP, the student identifies their personal, professional, social, emotional, and academic goals for the school year and develops action plans for completion and follow-up with their counselor. Students are also informed of the counselor's role in the school including attendance monitoring. Students then communicate regularly with counselors regarding the progression of their goals and attendance. Students will have the same counselor throughout their entire residency at IJLA. If it is determined that a student can benefit from more intense counseling services, the Prevention and Intervention Counselor will work with the student and the family to identify resources within the school community for either onsite and/or community based services. For example, a students may also be referred to the school Case Manager if it is determined that the concerns are beyond the scope of the counselor, as well as on-site weekly counseling services for alcohol and substance abuse with Youth Outreach Services.

Our counseling model also recognizes that students who are struggling socio-emotionally are also more likely to be struggling in the classroom. This reality in many instances can further demoralize students if they are removed from the classroom. The action itself continues a cycle that leads to students falling further behind their coursework. To adjust for this, IJLA will continue the tradition of Familia time during the lunch hour and afterschool on the shortened Wednesdays. The only time that students will be taken out of the classroom will be when they are referred by their teacher and the teacher gives the counselor permission to use that time and/or a safety concern is identified.

ii. How will academic counseling and guidance be provided to students? Describe the mechanisms you will use to ensure that the people providing academic guidance to students outside the classroom understand the academic needs of students inside the classroom.

At the beginning of the school year students will complete their year-long plan where they learn about their credits, the significance of their GPA, graduation requirements and review IJLA academic policies. Students meet three times per year to monitor the progress on their year-long AEP with their Familia (Advisory Program) teacher. Familia teachers then can refer students to the Career and Academic Counselor if that student needs additional guidance. All juniors and seniors get more intensive

academic guidance through their Career and Academic Counselor who looks at how their academic progress will help them meet their post-secondary goals. Students will also meet with their Prevention and Intervention Counselor to discuss how attendance, behavior issues at school or other personal, social and emotional issues are impacting their ability to meet their academic goals.

IJLA will move from use of the PowerSchool system to the mandated Instructional Management Program and Academic Communication Tool (IMPACT) so all staff remains aware of the student's academic progress at all times. Students are also provided access to this system and are given passwords so they can remain abreast of their grades. Students complete a customized assessment referred to as "Check Yourself" in Familias to monitor their academic progress on a weekly basis and prioritize the action steps they will need to take over the next week.

Counselors additionally facilitate monthly caseload meetings where they meet with the Familia teachers and discuss the academic needs of students. Student concerns are also addressed at staff meetings. Counselors are assigned to work with 6 Familias throughout the year and each Familia is facilitated by a teacher. Teacher to student ratio is 1:12.

iii. Approximately what percentage or FTE do you expect to be devoted to student counseling? What do you plan to be the ratio of students to FTE counseling?

Each school will maintain a 20% FTE devoted to student counseling. One full-time Academic Counselor will be devoted to increasing the number of students who graduate on time from the schools. Additionally, a Transition Specialist will focus on increasing the number of students who pursue a post-secondary college or career pathway. Both the Academic Counselor and the Transition Specialist will focus on designing and implementing a college preparatory curriculum for all students with the purpose of increasing social emotional learning skills while exposing students to post-secondary options.

A final staffing component to the counseling process will be two Prevention and Intervention Counselors, devoted to increasing student attendance and retention. They will focus on developing relationships with students, assessing student strengths and areas for development through the initial student interview and strength-based assessment, as well as the development of the Alternative Education Plan (AEP). Prevention and Intervention Counselors will look at the barriers to attendance and retention and provide the students with access to resources to overcome those barriers. They will have daily access to students during Familias and/or lunch periods.

b. Group Counseling:

i. A life skills curriculum must be included in the school. Be specific, describing how this will support students' socio-emotional development.

The Familia Advisory Program was initially implemented at the RLLA, and will extend to IJLA as a form of universally delivering a life skills curriculum to students. Thus, the primary focus of the Familia is to build strong relationships while developing life skills among students groups. The curriculum is developed in partnership with counselors and teachers; however, teachers are the primary facilitators, with the goal of reinforcing skills taught through the Familias curriculum in the classroom. The Familias curriculum is aligned with the Illinois Social-Emotional Learning Standards which promotes self awareness, social awareness and decision making. Familias are used as a Response to Intervention (RtI) Tier 1 initiative where behavior expectations are delineated and a Positive Behavior Intervention System (PBIS) is used to reinforce set expectations. Examples of PBIS efforts include Attendance Throw Down Challenges and Ready to Learn (R2L) incentive programs.

ii. Describe how group counseling will be used to support students. How will this fit into the school day in such a way that it minimizes interference with time in the classroom?

The Prevention and Intervention Counselors identify the top five barriers of student achievement and develop plans to provide group counseling. Previous groups include: Parents and Parents to be, Violence Prevention, Alcohol and Substance Abuse, Post-Abortion Support Group, Brotherhood and Anxiety Management. The counselors will provide weekly groups after school and/or during Familias. In addition to this, RLLA currently partners with community organizations to conduct weekly groups on various topics. In addition, RLLA has also embedded the Peace Circle framework into the school culture. Students are introduced to Peace Circles at new student orientation as a way to resolve conflict, address concerns, develop a new a form of expression and become exposed to classroom norms. On-going Peace Circles are used from time to time as a violence prevention strategy and substance abuse support group.

In order to minimize classroom interference time, counselors provide weekly group sessions after school and/or during Familias. As indicated, Familias are built in to the daily school schedule of the school. Counselors will also utilize the Wednesday half day afterschool to meet with students and families when necessary. These strategies will be extended to all of the IJLA schools.

c. Behavior Management:

i. Describe your plans for evidence-based proactive behavior management system, including:

a. How you will communicate and reinforce school-wide behavior expectations and provide incremental consequences for both positive and negative behavior in a way that is strengths-based

Due to the population served, we believe it is imperative that behavior intervention systems reflect the need to support social emotional learning and restoring community. Therefore, a Restorative Justice approach has been in practice in dealing with behavior issues at RLLA. Restorative Justice is a process used to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible. We use the restorative approach to give students an opportunity to reflect in five guiding questions

- Who has been hurt?
- What are their needs?
- Whose obligations are they?
- What are the causes?
- Who has a “stake” in this?

As students reflect on these questions in writing, we have documented growth in self- and social-awareness that eventually impacts student decision making. Since the inception of Restorative Justice approaches to our discipline, we have been able to increase retention by 22% in the first year and have been able to sustain an average of 75% retention rate. The success of the Restorative Justice model will thus inform behavior management strategies as IJLA expands to more campuses, and will be used to facilitate all interventions so that students have the opportunity to be heard and understand their behavior and participate in restoring relationships harmed.

IJLA will use four tiers of disciplinary interventions to categorize behavior issues. (See Attachment 2 for Student Handbook, pp 30-31) Each tier correlates with a certain intervention to ensure consistency. Behavior interventions will also be taken on a case by case basis so that the students’ socio-emotional

and living situations are taken into account. All students are encouraged to voice their perspective in writing on any and all disciplinary concerns. Depending on the severity and number of incidents, students can participate in this process with their Prevention and Intervention Counselor, the Dean of Students, or Peer Jury.

IJLA will also implement a positive behavior intervention system for school wide initiatives such as Ready to Learn (R2L), an initiative to set the school wide expectation of what it means to be ready to learn that includes coming to school daily and on time, bringing essential school supplies and text books daily, completing homework assignments on time, and understanding the basic academic performance indicators of managing time, taking notes, using planners, accessing and utilizing technology. Through the R2L intiative, students who demonstrate R2L mastery are recognized and provided a positive behavior intervention system to encourage other students to develop the skill set. In the same fashion, school-wide Attendance Throw Down challenges incentivize school attendance and will lead to higher attendance outcomes. These school wide systems will be implemented and monitored through the classroom and/or Familias.

b. Plans for classroom management strategies to be used throughout your school

All staff will be trained on the student code of conduct. They will also be provided professional development on how to set up their classroom as a caring classroom. Setting a standard of expectations primarily focused on the ready to learn campaign where students are taught and expected to: be prepared for class, take notes, complete assignments on time and use their planners daily. Ready to Learn is monitored in the classroom daily and is reinforced through a positive behavior intervention system.

c. How you will structure and monitor more intensive behavior interventions for individual and groups of students in need

We will be using an RtI framework for behavior interventions utilizing school wide initiatives for our universal tier as previously mentioned. Students that need additional support to be successful will fall in the Selective level and require additional support. This group will be placed into the support groups and will work with their counselor to monitor their progress. Lastly there will be a population that falls into the Indicative level, this group will require individual case management, constant family communication and will be monitored on a Check in /Check out basis by their counselor. In addition to their counselor this group will work with the Dean of Student Affairs and RTI committee. Students' level will be determined in terms of behavior management and academic performance.

d. How you will document and progress monitor the interventions

Teachers, staff and students can refer students using gold (staff referred) or green (self-referred) referral form or electronically using an intranet setup. Referrals are documented and progress is monitored on a database. Interventions that were not a result of a written referral are also monitored on this database.

ii. Describe your method of articulating the school's behavior management plan to student and parents

All students are given the student handbook at the student orientation. Students are required to bring a family member (parent, guardian or adult mentor) to the orientation. The orientation walks them through the schools expectations and policies and provides a rationale for the behavior management plan so that students understand why they must be implemented. In addition, all students attend a four

hour new student training prior to the first day of school where students are introduced to peace circles as a conflict resolution intervention. Anytime a student is referred for a behavior issue the counselor or Dean of Students reviews the policy with the student so that they understand their rights before the behavior intervention is implemented. If a policy is made that amends the student handbook letters are sent home to families and students are notified in a school-wide forum.

4. Postsecondary Readiness

a. Postsecondary Guidance:

i. Describe how you will provide transparent and supported pathways to post secondary credentials/degrees.

The Career and Academic Counselor (CAC) assists seniors with their post secondary planning and based on the goals of the student, recommends and connects students to the appropriate program. This is done on a one-on-one basis and through the College Prep class taught by the CAC. Students are exposed to colleges, universities and training programs through college visits and guest speakers. IJLA will also implement a yearly college fair in the fall to bring admissions representatives to the school to discuss their schools and programs of study.

ii. Describe how you will build and integrate post-secondary options for students into your school plan. How will student awareness of options be measured?

IJLA will set a college going culture by making post-secondary exploration a graduation requirement. All graduates are required to develop a senior portfolio with evidence of their post-secondary transition plans including but not limited to proof of: submitting applications to 3 universities/colleges, completion of financial aid application and/or scholarship applications, participation in a college fair, participation in a job fair, and completion of a personal statement. This is monitored through a senior seminar course facilitated by the CAC.

In addition, the CAC is responsible for ensuring quarterly college visits, coordinating a Fall College Fair, monitoring senior portfolio progress, working with Familias to disseminate information, bringing in guest speakers from different colleges as well as professionals from diverse backgrounds and coordinate parent workshops on post-secondary planning.

The CAC will collect perception data at the beginning of the year regarding their post-secondary plans. Students will receive a post-graduation survey to document their perception and post-secondary plans to compare student awareness of post-secondary options from their inception in school and at graduation.

iii. Describe your plans to ensure that every student receives individual guidance for postsecondary planning. What percentage of FTE will be devoted to this support?

The CAC identifies and tracks the progress and path of upperclassmen as they work towards their graduation, and works individually with students to ensure that they are taking the correct classes. The CAC also advises on ways to earn additional credits outside of the school's master schedule. The CAC also gives individual guidance to each senior and meets with them during Familias, during College Prep class, and before and after school. The student's plan is monitored through the Senior Portfolio, a graduation requirement. The Senior Portfolio includes their college personal statement, college or vocational program applications, FAFSA and/or scholarship application and resume. The creation

portfolio is proof of the students' post secondary planning and preparation. 20% FTE is devoted to this support for each site.

iv. Describe strategies you will use to ensure college enrollment, employment, or military etc. How will you measure your impact?

As previously mentioned IJLA will apply the 10 principles of creating a college going culture as a framework for post secondary strategies for all students. These principles include, but are not limited to:

- College talk
- Information and Resources
- College Partnerships
- Faculty Involvement

These principles are also reinforced through college visits, guest speakers, family workshops, alumni events, and the College Prep course required of all seniors. The impact will be measured through postsecondary placement rates.

v. For students who pursue higher education, how will your school prepare students to be persistent in college and continue through graduation?

A primary purpose of the College Prep course in IJLA is to prepare students with the tools and skills to be self advocates. Students learn how to navigate the college system and locate resources to be successful at college. This course is a critical component to support IJLA visionary of ensuring every student completes the first step in their post-secondary goal of choice. To add an additional layer of support, a Transition Specialist position has been created to focus on tracking alumni and partnering with colleges and universities to offer ongoing case management and supportive services to all students.

b. Postsecondary Partnerships:

i. Describe any partnerships you will have with specific higher education institutions and certification providers. What is your rationale for selecting them?

Currently, the RLLA partners will several academic institutions, along with leveraging internal networks at Instituto del Progreso Latino to move students forward on their career and postsecondary goals. These partnerships will be extended to the multi-site charter as new schools are opened.

ORGANIZATION	DESCRIPTION
Instituto del Progreso Latino	RLLA has created a referral process for interested students and graduates to pursue any of Instituto's certificate or degree seeking programs. These include: Carreras en Salud (Healthcare), Manufacturing Works (Manufacturing and Engineering), Green Jobs (Construction and Maintenance) and Computer Information Technology. Currently the strongest partnership is with Carreras en Salud, having successfully graduated three cohorts from a summer Pre C.N.A. course for a total of 25 participants. During the 2nd semester of the 2010-2011 school year, the first Pre C.N.A. course offered in the master schedule of classes and 17 students participated.
National Louis University, Elizabeth Harrison Fellowship Scholarship Program	RLLA has established a partnership with NLU that includes a scholarship opportunity valued up to $60,000 over 4 years for students to complete a BS/BA in elementary education, business administration or human

	resources/psychology. In two years, we have had nine students accepted and five actively participating as full time students.
TRIO / Malcolm X	We have a strong partnership with a TRIO representative at Malcolm X, a City College of Chicago. The TRIO representative comes on site to assist students and their families with their FAFSA, conducts financial aid workshops and then informs them of TRIO services.
Arturo Velasquez West Side Technical Institute	During the 2010-2011 academic year RLLA created a new partnership with AVI and Daley College to dually enroll 3 students. Students qualified either through ACT or COMPASS test scores. The students completed general education courses that they were able to use the credits to meet high school graduation requirements and transfer to their college of choice after graduation.

ii. What data are you using to indicate that these partnerships will benefit your students and their long-term economic success?

Currently, RLLA has a Career and Academic Counselor (CAC) who assists seniors with their postsecondary planning and based on the goals of the student, recommends and connects students to the appropriate program. The CAC tracks and reports on each graduate's post secondary placement. Because the CAC has strived to make personal connections with staff at partner organizations, she is able to follow up directly with the partner programs on a quarterly basis to receive updates on student progress. For individuals placed in one of Instituto's career pathways, a new academic counselor will be responsible for the continued success of that young person. The CAC meets monthly with each of the program academic counselors in order to track student progress and assist in any issues that may arise. During the upcoming school year, the CAC will also pilot a series of alumni workshops to begin the establishment of a long term tracking and support network with our students as they progress through our partnerships or their post secondary placements of choice. RLLA is also seeking to hire an Alumni Coordinator who will ultimately be responsible for taking over the alumni workshops, events, and overall tracking of student progress. The additional IJLA schools will also implement these same systems upon opening.

iii. Describe how you will make postsecondary learning opportunities, such as college courses, available.

The CAC, with support from the Student Services Team and their Familias teacher, assists students with developing a yearlong academic plan with an anticipated graduation date. Through this process, students can self identify or be advised as of opportunities such as college dual enrollment or AP courses. A graduation requirement for students is to take the College Prep class taught by the CAC. This class has quarterly guest speakers and college visits to expose students to post secondary learning opportunities. IJLA will also coordinate a yearly college fairs that all students will participate in.

iv. What percentage of FTE will be devoted to developing and monitoring these relationships and learning opportunities?

10% FTE will be devoted to this process

5. Serving Specialized Populations

a. **Specialized Instruction:** Articulate how the curriculum/educational program of the proposed school will meet the needs of all enrolled students, including students with disabilities, students with Individualized Education Plans (IEPs), English Language Learner (ELL) students, and homeless students. Discuss how course scope and sequence, daily schedule, staffing plans, and available student supports will be flexible and adjusted to support these student populations. Answers to the following questions should specifically discuss unique and supplemental ways for serving these populations and should not simply restate the CPS policies regarding specialized populations.

IJLA's educational model is founded under the premise that all students will learn. In regards to students with special needs, CPS will provide the funding for special education teachers and case managers to fulfill services required by state law. IJLA will hire the special education teachers who, in collaboration with the faculty, will review the student's IEP and develop the lessons with the accommodations set forth.

IJLA will provide access to all the services special education students are entitled to by law, e.g. instructional, inclusion, personalized IEP's, supportive services, and curricular accommodations when appropriate. Individual student services will be determined during the annual review meeting. The goal of these meetings is to ensure that instruction will be made available in the least restrictive environment. Students receiving special education services will be programmed first for classes, pursuant to section 13 of the Individual Education Plan (IEP) through joint consultation between the student's case manager and programmer. A master schedule will be developed in an effort to ensure that no general education classes exceed 20% of students with disabilities. Our daily schedule allows for time blocks for specialized instruction, tutoring, and individualized pacing of material.

Every attempt will be made to place a student in the Least Restrictive Environment. Persons providing related services must consider the least restrictive environment for determining where the student will receive services. Services provided in the regular education classroom with supplemental aids and services should always be considered first. Five instructional models are described below. A student may be served using combinations of the following 5 models:

- Consultation (CON)
- Team Teaching (TT)
- Collaborative Teaching/Regular Education Class (CT/RE)
- Separate Class (SC)
- Community-based Instruction (CBI)

All students with disabilities will be considered for Extended School Year annually before August 1st. Such opportunities will be provided for those students that show likelihood of regression during the summer months. In such cases, the student will continue attending school throughout the months of July and August. The likelihood of regression will be determined by examining the student's progress toward his/her IEP goals thus far paying particular attention to any periods of regression during student absences.

Students with disabilities who require extended school year services will be determined during the IEP conferences held in February through April. Depending on a student's degree of impairment, case managers in consultation with classroom teachers, will develop delivery to address the expectations surrounding maintenance of acquired skills, rate of progress, and any difficulties students have been experiencing within the curriculum. Those students whose situations dictate will be programmed for either a 4-week or 6-week summer program of remediation. If CPS does not provide this, then IJLA will enroll the student in our 5-week summer program. Highly qualified special education teachers will provide individualized instruction in accordance with the IEPs. When necessary, the special education team will work with our health care partners on adaptations to the internship and job shadowing plans to allow for optimal experiences for our special needs students.

i. Explain how the proposed school will meet the needs of students in at-risk situations, including but not limited to low achievement, criminal justice involvement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues.

RLLA has experienced that most of our students are in an at least one at-risk situation including but not limited to low achievement, criminal justice involvement, poverty, behavioral issues, truancy, drugs, pregnancy and emotional issues. Over the past few years, approximately 30% of our students are parents or expecting parents, 99% of our students qualify for free and or reduced lunch, 60% of our students consume alcohol on a regular basis, 5% of our students have been previously incarcerated or are on probation, 15% of our students are homeless and an increasing number of our students are being identified to have diagnosed emotional disorders.

For the past four years we have collected data from our students through a self assessment given to each student in order to better serve them. Based on the data that we have collected, we have identified the following five areas to be most prevalent in our students in terms of at-risk situations that affects academic performance: (1) mental health including depression, anxiety and substance and/or alcohol dependent (2) gang affiliation and/or gang violence (3) teen pregnancy and/or pregnancy (4) poverty and (5) homelessness. Based on this information we have allocated 15% of our full time employees for counseling services. Counselors work with students before school, after school, and during the school day as necessary to identify the appropriate supports and referrals for students to ensure that they are ready to learn.

In addition to our existing student support staff, we recently secured a three year federal Social Innovation Fund grant that will provide three additional full time employees to incorporate Instituto's Center for Working Families model to support our students and their families. Through this grant, in addition to our counseling services, students will have three full-time case managers that will focus on access to public benefits, employment, career choices and financial responsibility. These services will be particularly crucial for students and families facing extreme financial issues.

In regards to academic accommodations, RLLA has created a number of supports for students in at-risk situations. Flexible class scheduling, including late start times and early end times, has been utilized for parenting youth who need to schedule their classes around their existing child care situations. Students are also able to progress through their course load by earning additional credits through online learning opportunities. This year, we are also piloting an introductory course for new students who enter in the "old and far" defined as 17 years old and with limited credits. The class will be team taught and will meet the common core standards while helping students identify previous and existing barriers to their learning and helping them to develop goals for improving their learning while they are at RLLA. All of these existing strategies will be continued on at the IJLA schools.

In addition to supportive services mentioned above, IJLA compensates for special populations through following educational strategies.

- Block Scheduling
- Learning Center and Writing Center
- After School Wednesdays built for mandatory or voluntary tutoring

ii. Explain how the proposed school will identify and meet the needs of ELL students, including curricula and instructional programs/practices to accommodate this group.

IJLA's educational model will prepare ELL and all other struggling students with accelerated reading comprehension skills across all content areas. In partnership with National Council of La Raza, IJLA will also look to adopt the Project Expediting Comprehension for English Language Learners (ExC-ELL) and

Illinois Resource Center that provides opportunities for all teachers to develop the skills and knowledge necessary to teach ELLs on a continuous and coordinated fashion. This professional development model is based on the premise that content teachers have no training in the areas of second-language reading pedagogy to teach academic content to ELLs. The guiding principles of this professional development are:

1. Professional development model with strategic teacher support systems
2. The implementation of a researched-based 10-component lesson template for integrating vocabulary and reading comprehension skills into content instruction
3. iObservation, a technology-based coaching and observation protocol to determine to what extent the components are present in a lesson, with a rating/summary portion.

iii. Charter school applicants must also complete and attach the ISBE Special Education Certification form, which is available as Appendix D on the ONS website.

See Appendix D for ISBE Special Education Certification Form

b. **Homelessness:** Demonstrate how you will provide support for the academic success and personal development of homeless students enrolled in the proposed school by addressing questions 1-6 below. Operators must ensure that no member of the Salazar v. Edwards, 92 CH 5703 (Circuit Ct. Cook), class will be deprived of his/her rights under the Settlement Agreement. Additionally, operators must ensure that the proposed school does not interfere with the Board's performance of its obligations under the Agreement.

i. How will the proposed school ensure immediate enrollment well as sensitive, inclusive treatment of homeless students? What steps will the school take to retain the population?

Most homeless students are identified during the enrollment process. Students that are not identified will have a conversation with their counselor and will be identified during the initial interview. Homeless students will be asked to identify a member of their support network who the school could communicate with. If students are unable to identify a support network, the counselor will work with them to connect them to community resources so that their support systems can be developed. Homeless students are monitored on an ongoing basis and are enrolled in the Students in Transitional Living Situations (STLS) program. Their student fees are waived and they are provided with any additional school supplies to ensure that they are ready for school.

ii. How will homeless students be included in all proposed programs and activities and receive additional support services?

All students have a "Familia" teacher (ratio 1:12) who advocates for students to receive supports needed to participate in activities. In addition, the Prevention and Intervention Counselor will also serve as the homeless student's liaison for services.

iii. How will the proposed school's administration annually prepare and train staff regarding the needs and rights of homeless students?

Every personnel in the school will participate in the STLS school staff training annually to increase their understanding about the needs of homeless students, how to identify homeless students and how to ensure that student's rights are adhered to.

iv. How will parents of students who are homeless be included in any governing or advisory bodies as well as other school activities which are available to all families in the proposed school?

Currently, RLLA has adopted a family involvement model to support the uniqueness of our student population and the understanding that if a student is over 18, he/she has a right not to involve their

parents in their academic progress. If they choose not to involve their parents, we encourage students to identify an adult role model and/or mentor in their life who supports their decision to be reengaged with school. This adult role model and/or parent is then recognized as the students "family member." All family members are invited to school wide events where staff updates demographic and contact information to ensure consistent and open communication.

v. How will the proposed school provide transportation to a student and, if appropriate, the student's parents, if it is the "school of origin" for the homeless student?

Students will be provided bus cards to get to and from school on a daily basis. Students' parents will also receive bus cards to come to parent meetings and other school wide functions.

vi. How will the proposed school coordinate with other entities to comprehensively serve the needs of students without housing?

IJLA will work in partnership with community organizations and partners to ensure that every homeless student is placed in a transitional living environment where they are safe. IJLA will maintain a resource database where the community resources and contact people can be found. Students and their families will also be provided services through the Social Innovation Fund grant as mentioned above giving homeless students priority in services.

6. School Culture and Climate

a. Description of Culture:

IJLA will be dedicated to the principles that education is liberation. Our mission as a learning community will be to engage our students in a rigorous and social justice inspired program driven by a student centered environment. We define social justice as a way of life that challenges an individual to realize the power and potential in themselves and their community. It is guided by the principles that education is the foundation for critical reflection, understanding, unity, and leadership to take action and transform the world around them.

IJLA seeks to empower students to become decision makers in their own lives and use their education to become productive agents of change. We will do this by encouraging youth who may have faced injustice to actively participating in various community actions that fight against all forms of injustice. We will prepare our students to respectfully question our society at all policy levels and encourage students to model what they believe by becoming critical thinkers and leaders cultivating a cycle of individual success and lasting social justice. We will also cultivate a safe environment that promotes critical reflection in order to act upon and transform themselves and the world around them.

Our Statement of Beliefs:

- **We believe** everyone deserves a second chance.
- **We believe** every child is important, both now and for the future of our society.
- **We believe** that every individual is unique.
- **We believe** in high performance expectations for all students.
- **We believe** everyone is capable of learning.
- **We believe** individuals should show respect and appropriate behavior at all times.
- **We believe** our curriculum should empower the students of today.

- **We believe** our curriculum should encourage students to model and speak what they believe through community and school based projects and experiments.
- **We believe** in an environment that is multicultural, anti-racist, and anti-sexist.
- **We believe** students are seen as individuals who want to take ownership of their learning.

b. **Attendance:** Describe the method and staff responsible for monitoring of student attendance throughout enrollment. Describe the method and staff responsible to address strategies and intervention to eliminate or reduce chronic truancy and increase daily attendance for students whose attendance falls below expectancy.

Students are expected to attend school on a daily basis. Once a student has accumulated more than 5 unexcused absences in one quarter he/she will fail the class. If a student accumulates 20 or more unexcused absences within the school year, the student will be removed from school.

Excused Absences
Students are required to bring in original documentation to verify an excused absence within 2 days of returning to school. Acceptable documentation includes:

- Doctor notices
- Court appearance notifications
- Death certificates
- Obituaries

Only professional documentation will be accepted for excused absences. Parent notes are not accepted as professional documentation. Students may also request that their absence be excused if they are unable to meet the above criteria using the Special Circumstances form. If a student feels their absence qualifies as a Special Circumstance they can submit a green form to their Prevention and Intervention Counselor to get the Special Circumstance form. The Special Circumstance form, student statement, and documentation will then be submitted to the Dean of Student Affairs for approval.

c. **College and Career Readiness:** Describe the specific programs, beyond academic curriculum, that your school will provide to expose students to college and careers. How will you support them to be successful in college and careers?

IJLA will set a college going culture by making post-secondary exploration a graduation requirement. All graduates are required to develop a senior portfolio with evidence of their post-secondary transition plans including but not limited to proof of: submitting applications to 3 universities/colleges, completion of financial aid application and/or scholarship applications, participation in a college fair, participation in a job fair, completion of a personal statement. This is monitored through a senior seminar course facilitated by the CAC.

In addition, the CAC is responsible for ensuring quarterly college visits, coordinating a Fall College Fair, monitoring senior portfolio progress, working with Familias to disseminate information, bring in guest speakers from different colleges as well as professionals from diverse backgrounds and coordinate parent workshops on post-secondary planning.

The CAC will collect perception data at the beginning of the year regarding their post-secondary plans. Students will receive a post-graduation survey to document their perception and post-secondary plans to compare student awareness of post-secondary options from their inception in school and at graduation.

The CAC identifies and tracks the progress and path of upperclassmen as they work towards their graduation, and works individually with students to ensure that they are taking the correct classes. The CAC also advises on ways to earn additional credits outside of the school's master schedule. The CAC also gives individual guidance to each senior and meets with them during Familias, during College Prep class, and before and after school. The student's plan is monitored through the Senior Portfolio, a graduation requirement. The Senior Portfolio includes their college personal statement, college or vocational program applications, FAFSA and/or scholarship application and resume. The creation portfolio is proof of the students' post secondary planning and preparation. 20% FTE is devoted to this support for each site.

d. **Social and Emotional Needs:** Describe the social and emotional needs that you anticipate among the targeted student population, and describe the programs, resources, and services (internal and external), that your school will provide in order to address these needs. Explain how individual needs will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.

The one-on-one counseling process at IJLA will begin immediately after completion of student orientation. Each student is assigned to a Prevention and Intervention Counselor and prior to his/her first day of school, the counselor meets with the student individually to complete a strength-based assessment that identifies the student's strengths and areas for improvement. This process culminates in the creation of individualized plans to support the student referred to as the Alternative Education Plan (AEP).

Through the AEP, the student identifies their personal, professional, social, emotional, and academic goals for the school year and develops action plans for completion and follow-up with their counselor. Students are also informed of the counselor's role in the school including attendance monitoring. Students then communicate regularly with counselors regarding the progression of their goals and attendance. Students will have the same counselor throughout their entire residency at IJLA. If it is determined that a student can benefit from more intense counseling services, the Prevention and Intervention Counselor will work with the student and the family to identify resources within the school community for either onsite and/or community based services. For example, a students may also be referred to the school Social Worker if it is determined that the concerns are beyond the scope of the counselor, as well as on-site weekly counseling services for alcohol and substance abuse with Youth Outreach Services.

Our counseling model also recognizes that students who are struggling socio-emotionally are also more likely to be struggling in the classroom. This reality in many instances can further demoralize students if they are removed from the classroom. The action itself continues cycle of that leads to students falling further behind their coursework. To adjust for this, IJLA will continue the tradition of Familia time during the lunch hour and afterschool on the shortened Wednesdays. The only time that students will be taken out of the classroom will be when they are referred by their teacher and the teacher gives the counselor permission to use that time and/or a safety concern is identified.

e. **Parent Involvement:** Discuss strategies to engage parents and caretakers in their child's education and in the broader social community. Describe any programs or resources that the school will provide for parents and caretakers.

When asked which of the following people influence students the most (counselors, teachers, friends and family), family received a 73% response according to the report by Voices of Youth in Chicago

education. In essence parents and key family members have a stronger influence in our student's lives than they seem to believe.

Family members are strongly encouraged to attend report card pick-up days which occur at the end of the 1st and 3rd quarter. This allows family members to meet teachers, counselors, tutors, and other RLLA staff to discuss student's progress and review the educational program. Family members should be aware that RLLA staff members will call their home in case of unexcused absences, excessive tardies, or to discuss other educational program concerns relating to their sons or daughters. Family members are invited to arrange for regular visits and meetings. In addition, the school will host occasional Family Nights where parents and guardians are invited to visit the school, see the work of the youth and meet with teachers and other staff.

Additionally, RLLA parents are able to take advantage of the numerous services Instituto provides, including English classes, employment training programs, and citizenship preparation. Instituto also recently received a grant which will dedicate three full time staff from the Center for Working Families program to provide financial counseling, access to public benefits and career counseling to RLLA students and parents. These services will be expanded to also serve students and parents of future IJLA campuses.

The IJLA definition of "family" includes any person identified by a student as a family member. A "family member" is an adult who is significant in the student's life and who the student chooses to involve in his/her academic life. If student is under the age of 18 their parent and/or legal guardian will be the officially assigned family member; however, a student may identify more than one family member to participate in this initiative.

f. **Policies:** Describe and/or attach the proposed school's policies as they relate to promotion, graduation, and student discipline.

Please see Attachment 2 for Student Handbook and policies regarding student discipline.

7. Assessments and School-wide Data

a. **Educational Goals and Metrics:** Identify educational goals and metrics for the proposed school. Create and include a table that details the school's *quantifiable* achievement goals, including targeted skill growth, credit gains, retention, transition to post-secondary, graduation, attendance levels and additional metrics for each of its first five years of operation. (Refer to the Answer Manual for a sample table.) Describe how you have determined these goals and discuss how these metrics will be used to monitor school-wide progress and impact corrective actions.

Goal	Metric	Grades	2012	2013	2014	2015	2016
Attendance Rate	Average Daily Attendance	All	83%	85%	87%	89%	90%
Grad Rate	5-year cohort	Seniors	85%	85%	90%	85%	95%
Student Retention Rate	Students completing year & returning	1 year	76%	79%	80%	80%	80%
Unique Educational Goal: Pathways	Placement in Pathway: Internship; Volunteer; Dual Credit; Job	All	50%	60%	70%	80%	90%

Post Secondary Plan	Clearinghouse	Seniors	70%	75%	80%	80%	85%
On Track Competency Program:	7 competency credits per year	All	80%	80%	90%	80%	85%
PSAE	Score Band	Juniors	20%	25%	30%	35%	40%
Compass	College Entrance Exam	Seniors	20%	40%	60%	80%	90%

IJLA present these as performance goals based on RLLA's performance data trend and the abilities to exercise specific assessment and curriculum autonomies a charter would present. The Design Team strongly believes that aligning Common Core Standards to a standards based assessment system, IJLA Competency Based Evaluation System, linking credit attainment to the skills mastery, implementing an RtI infrastructure throughout our education model, as well as Social Emotional infrastructures will produce t growth in our students exponentially. There is **Urgency** for these students, "old & far" commands us to offer streamlined targeted support and feedback to ensure their success at IJLA in two (2) to three (3) years. **Competency Based Evaluation,** and **Standard Based Education** provide the focus and infrastructure needed to create an organic performance system that effectively serves **accountability** and **accurate approximations**. The performance system is composed of both **external and internal indicators**. The external indicators are defined by the CPS Accountability Plan, which measures PSAE, EPAS, Attendance, Graduation Rate, Dropout Rate, AYP as well as the Financial, Management and Compliance indicators. The internal indicators serve to establish **performance objectives** in all areas such as academics, social needs, culture, learning to learn, career exploration, college preparation, personal growth and economic planning for students and families. Some examples of these performance objectives are: dual college enrollment, certification attainment, and completion of internships, job placement and salary, family involvement, referral services.

The road map that guides the three Competency Levels is the **Personalized Education Plan (PEP)** which is a centralized account of goals and objectives. Every student develops their own plan, which contains **goals, indicators, measures and targets.** The progress towards the goals will be tracked regularly depending on the indicator for example, attendance: daily, mastery of skills and content: weekly, membership: monthly, credit accrual: semester, etc. Generation of reports and weekly meetings with the staff will inform progress towards the goals and determine the corrective actions needed on a regular basis. The counselors and Familia (advisory) as well as the student will be able to access the PEP for a clearly articulated plan for graduation and post secondary plans.

b. **Student Assessment Plan:** Describe the assessment plan for the proposed school. Create and include a table that details specific formative and summative assessments (benchmark assessments, unit exams, state-required exams) that will be used for each grade level, the timing of their administration, and the rationale for their selection. Refer to the Answer Manual for a sample table.

Assessments Plan			
Internal Assessment	**Purpose**	**Frequency**	**Administration**
IJLA developed writing prompt	Diagnostic assessment for writing	At intake	August/September; January
IJLA developed math prompt	Diagnostic assessment for math	At intake	August/September; January
Pre-COMPASS Post-COMPASS	For those students who are enrolled in the Pre-C.NA.	As needed	Individually determined Interim assessment for Pre-C.N.A

	Courses and students who are interested in being dually enrolled at the City Colleges. If the students pass this pre-COMPASS type assessment, then they are referred to the City Colleges to take the actual COMPASS and then dually enroll in college courses or C.NA course following semester.		course
Gates MacGinitie Reading Test (GMRT)	To measure yearly reading growth. Reading levels are also provided to teachers so that appropriate reading materials may be selected.	2 times per year (Intake and End of the Year)	August/September and May/June
IJLA Curriculum Unit Assessments and Rubrics for Content and Writing including portfolios	Content knowledge assessment	Once each unit	Every 4-8 weeks
Formative Assessments	Real time data captured by the Competency Based Evaluation System	Ongoing	Ongoing

IJLA will use a pre-Compass test to add to our diagnostics at Intake and administer a post-test. This will be used for multiple purposes - one for measuring impact of our education plan and the other for measuring student skill growth. The evaluation criteria is data is analyzed daily, every 5 weeks, and quarterly reporting by teacher, grade, and the school overall.

c. **Data-Driven Programs and Instruction:** Describe how school administrators and teachers will review results of formative and summative assessments to inform programmatic and instructional decisions and make adjustments to curricula, professional development, and other school components.

Summative assessments such as the EPAS data, PSAE, and the Compass test will give us the initial data needed to make decisions around curriculum needs, professional development, and student supports needed. Teachers will work by department and by grade level and look to target skills mastery as a combination of review-instruction-preview, that is a quarter of our instructional time is spent on review, half of our instruction time on instruction of new skills, and a quarter of our time on the "stretch" of skills which will be acquired in the next quarter. Teachers meet individually with the principal to reflect on the results and to present the plan for the following weeks. Teachers follow this analysis process for

d. **Frequent Feedback:** Describe how you will ensure that every student is made meaningfully and consistently aware of his or her academic progress at least once every 2 weeks and engaged in problem-solving to address challenges.

IJLA's Competency Based Evaluation system is inherently a real-time information system. It will be housed in technology where teachers and students will be able to view the same information at any time. Frequent feedback is the core of this evaluation system. Familias are structured to have student check their progress daily. Once IJLA's evaluation system is established will give us the consistent specific and accurate information needed to make real time decisions on programming, instruction, curriculum, professional development because it will be measuring mastery on the Common Core

Standards themselves. This will inform us greatly instead of relying solely on standardized testing that is not aligned to the Common Core and is not readily available in a timeframe conducive to these type of decisions.

This year RLLA (IJLA in incubation) will pilot the first phase of a Competency Based Evaluation System (standards based) that will assess students' skills and command that teachers give specific focused feedback for improvement in competency performance. In 2012, IJLA will launch its second phase where the Competency Based Evaluation system will be used for evaluation (grading) in all courses of our educational program. Further analysis of the 90/90/90 school research on grading persuaded the design team to adopt the research model's recommendation on evaluation (grading). Further evidence is indicates that student success is overwhelmingly dependent on the feedback a student receives. In fact a study by John Hattie and Helen Timperley on "The Power of Feedback" found in the Review of Educational Research demonstrate showing the highest effect sizes involved students receiving information feedback about a task and how to do it more effectively. Lower effect sizes were related to praise, rewards, and punishment whereas percentages or letter grades impact falls along this arena. Based on this research the design team noted that grading is an equity issue. If feedback is scarce then students are working with ambiguous moving targets therefore contributing to their failure. If IJLA states that the Competency Levels are driven by skills mastery then an evaluation system aligned to give specific feedback on progress would be essential to our program success. RLLA (incubator) has already started to initiate a standards based system in some of the courses. The potential of this system visioning forward are that students will be able to click into their grade book they will see which skill they haven't mastered and which skills they did. Then they will be able to click on examples of that skill not mastered, a resource if practice or problem solve, and a link to the teacher to gauge the next opportunity for mastery. The student then has power over his or her own learning and resources to reach identified milestones. This also a Tier 1 RtI component.

8. Professional Development Program

a. **Professional Development:** Describe the school's goals and strategy for ongoing professional development (PD). Describe how the PD plan (including both internal and external PD opportunities) will be driven by data to improve teaching and learning as well as school performance. *Note: if data-driven programs and instruction identified above require specific training, please incorporate into the PD program description.*

The professional development plan will be driven by the needs of the school. This includes how to best raise student achievement and provide instructional support to teachers. We will use data (student achievement and classroom observations-both formal and informal) to assess how the network is making progress towards its goals.

On Going School-wide Professional Development
• **Daily common planning time** • **Weekly – department meetings** • **Bi-monthly – curriculum committee meetings (2 hrs)** • **Bi-monthly – school wide curriculum and instruction meetings (2 hrs)** • **Quarterly – school wide workshops** • **End of Year- 2 days** • **Orientation –to be completed**

Teachers must complete a Professional Growth Plan by August 31st of every year. This plan will be used to conference with individual teachers regarding their classroom and professional goals. Teachers may

list as many goals as they wish however at least one must be related to instruction. During teacher evaluations, the professional growth plan will be used to review if goals were accomplished.

Individual Professional Development Plan
• **Individual goal conference with Principal** • **Walkthroughs every 2-3 weeks** • **Formal observations once a quarter** • **End conference –evaluate progress toward goals and set goals for the coming year**

IJLA will operate as a Professional Learning Community (PLC) where the traditional practice of teacher isolation is eliminated. In a PLC, teachers regularly collaborate with one another in an effort to bounce ideas off of each other, share effective instructional strategies, review courses, and/or house data results. This structured time allows teachers to continuously reflect on and improve their teaching practices. The master schedule is designed for teachers to have common planning time where this collaboration can take place.

Features of Professional Learning Communities

• **Common Planning time is regularly schedule and held sacred**
  ○ **On Master Calendar**
  ○ **Purposeful and Efficient (Action Plan for Every Meeting)**
 	
• **Teachers use the time for focused collaboration**
  ○ **Review of Performance Data at Student, Classroom and House Levels**
  ○ **Evaluation of Student Work**
  ○ **Action Planning to Address Individual Student Needs**
  ○ **Curriculum Development**
  ○ **Observation of Other Teachers**

Cycle of Continuous Improvement

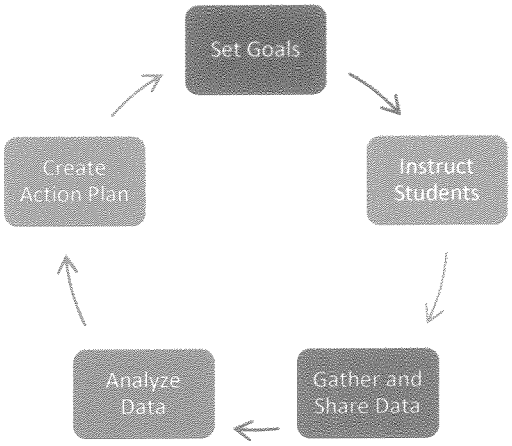
IJLA will be committed to being better today than yesterday. As a result, the Cycle of Continuous Improvement describes a process by which RLLA has continuously worked to engage process where performance data is constantly gathered, shared, analyzed and used to inform what is taught and how it is taught.

Continuous School Improvement is an ongoing process that will further help IJLA focus efforts to support its mission and goals. Student performance and school/community data is analyzed and used to develop plans to ensure all students are learning and progressing toward achievement of Illinois State Standards.

The Continuous School Improvement process will be used to ensure that all students are achieving at high levels and remain at the forefront of school operations. The following elements will help drive the process:

- Data-Driven
- Teacher-lead
- Research-based

Continuous Improvement Cycle: The improvement process will include foundational elements that guide professional development throughout the course of the academic year. These elements follow a cyclical pattern that encourages constant reflection and professional growth.



1. **Set Goals**: During this time, each team (house, department) will specify SMART goals that identify how your department or house will help our school meet our school goals.

2. **Instruct Students:** Classroom instruction takes place based on the agreed pacing chart. Multiple instructional strategies should be used to ensure all students all learning. Regular "dipsticking" should be done (informal assessments-questions integrated into the lesson) to gauge student understanding and use this feedback to guide their instructional delivery.

3. **Gather and Share Data:** Various data sources should be used to gather an accurate picture of what students know and can do (i.e. student work, in class assessments and interim assessments). Interim assessments will be administered school wide twice per quarter to assess what is working and not working. Please see Attachment 3 for Professional Development Calendar and respective dates.

4. **Analyze Data:** In order to make effective changes, the results of interim assessments must be analyzed with in a timely fashion. An item analysis spreadsheet is used to determine where students are struggling.

5. **Create Action Plans:** From data discussions during the analyze phase, actions plans can be created by answering the following questions: Which students mastered the key standards and which ones did not? How should students be grouped for re-teaching and enrichment activities? What new instructional strategies should I use for students who didn't understand concepts the first time?

b. **Teacher Induction:** Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize instructional strategies, and differentiate instruction. Include the number of hours/days of PD to be included during induction.

At IJLA, the rigorous educational program will be anchored on the urgency that all students must and will learn within a culture where failure is not an option. IJLA is committed to prepare students with the necessary skills to become successful 21st century learners with the facilitation and guidance of a high

quality faculty and staff. We will develop a trusting learning community composed of all stakeholders that strive for results through an ongoing and systemic professional development program.

Additionally, the adoption of data driven instruction, personalization, real world application through project-problem based instruction, presentations of learning creates a unique and innovative school. All of these components require a purposeful and sustained professional development program to foster an empowered learning community.

As such, IJLA is committed to high quality instruction sharing the Five Core Prepositions from the National Board for Professional Teaching Standards. These are:

1. Teachers are Committed to Students and Their Learning,
2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students,
3. Teachers are Responsible for Managing and Monitoring Student Learning,
4. Teachers Think Systematically about Their Practice and Learn from Experience, and
5. Teachers are Members of Learning Communities.

Continuous evaluation of the effectiveness of the professional development program is discussed at various levels: Competency Level, Department, and the Principal. Elements to evaluate the effectiveness are: students meeting stated goals on interim/state assessments, teachers implementing instructional strategies delivered during professional development, adequate use of common planning time, teachers' master plan demonstrates growth and accomplishment of defined goals, an end of the year reflection expressing that the needs of the team have been met, and retention of high quality teachers/staff.

The main topics of the Professional Development program have been identified under the following classification: New Teacher/Staff Induction, Educational Program, Social Justice, Assessment, Culture, Organizational Practices, and Management.

The staffing model consists of having the Department Heads provide coaching, mentoring and support with targeted goals to the rest of the faculty. During the induction planning phase of the first year, these teachers will be hired 6 months prior to starting the school year and will work on unit planning, selection of materials and resources and assessment development. In June, all the faculty will then analyze their students' needs, identify projects for the units and work on integrating and contextualizing social justice with the high school core curriculum. Department Heads will continue collaborating with the faculty throughout the year coaching, modeling best practices as well as identifying with them the needs for additional professional development.

Schedule

The delivery of the professional development program has a variety of modalities: one-to-one, group workshops, webinars, on-line courses and video conferencing. The plan is scheduled to begin during the Summer of 2011 with an intense induction program. The registrar, who will be on board Summer 2011, will also be provided with specific training on record management, student information system including IMPACT, audits and reporting system to other grantors.

Department Heads will be on board by the end of the year and scheduled for intense induction/training sessions during January and February of 2012. The rest of the faculty and staff will start on June 2012.

At this point with all the school staff hired, the planning and professional development program will be fully implemented by the principal, department heads and educational partners.

IJLA has purposefully defined a structured on-going professional development program that runs during the academic year and closes with a data/planning retreat. This includes: daily allocated time for planning and collaboration with team teachers and/or department heads, daily morning structured sessions, monthly meetings or workshops based on action group needs, quarterly sessions for data analysis, revision of goal settings and professional development and end of the year data retreat analysis and reflection.

c. **Counselor Induction:** Describe your plan for hiring and/or developing counseling staff with experience working with this population and a commitment to engaging students in learning.

The counseling induction process will encompass a series of steps including but not limited to a STAR interview protocol to assess potential candidate's ability to reflect and articulate specific, timely, action and results-oriented examples of their previous work. In addition to utilizing the STAR protocol for screening, counseling candidates will be tasked with facilitating a group session with students on topics relevant to our student population. Once a counselor has been hired he/she will be provided with the following foundational trainings to be able to best service our student population:

Professional Development	Purpose	Provider	Cost
American School Counselor Association National Model	To develop an understanding of the ASCA National Model framework and ability to identify core components of a comprehensive counseling program.	American School Counselor Association	$1,500/on-site training for all staff
Restorative Justice- Conflict	To strengthen a counselor's ability to facilitate a behavior intervention process that incorporates student's in decision making - fixing what has been broken and restoring harmed relationships	Roosevelt University	$2,000/all staff
Motivational Interviewing	To develop counselor's tool belt on research validated strategies to help students transformation. Motivational Interviewing (MI) is a strategy in which counselors help students with the ambivalence that they have toward behavioral change	Northeastern Illinois University – Chicago Teacher Center	$150/person
Mental health Awareness Education	To develop an overview understanding of Mental	Mental Health Association of Chicago	NA

	Health		
Social Emotional Learning	To develop a foundational understanding of social emotional learning. In house training on social emotional learning utilizing CASEL's model for implementing SEL curriculums.	In-house using materials from: Collaborative for Academic, Social Emotional Learning	NA
Response to Intervention/Positive Behavior Intervention Systems	To develop an understanding of RtI and PBIS and internal program developments.	In house training utilizing PBIS IL resources	NA

d. **PD Calendar:** Provide a calendar that includes the number of PD hours/days throughout the school year (including summer PD for returning teachers), and discuss how the school calendar, daily schedule, and staffing plans align with the PD calendar.

		Total Days
I	Instructional day (State Minimum = 170)	174
PD	Professional Development/Staff Development: No students present	4
H	Holiday: No school	25
ED-PD	Early dismissal: 1/2 day attendance for students due to PD	37
RC	Report card pick-up/Parent Teacher conference: No students present	2
TI	Teacher Institute	13
EM	Emergency day	5
G	Graduation date(s) if applicable	1

e. **Program Evaluation:** Describe how the PD program will be evaluated to assess the program's success on an ongoing basis. Discuss how the program will be subsequently modified to support identified teacher needs.

The overarching professional development program will be guided by the Implementation Audit practice as designed by the Leadership and Learning Center. This will ensure that the initiatives are explicitly linked to improved student achievement. The practice involves a 4 step process:

- Conduct an Initiative Inventory to identify all system-level and building-level initiatives
- Create an Implementation Rubric for each initiative to reflect evidence that each initiative is taking place
- Create an Implementation for each initiative using a combination of direct observation, interviews, surveys, and focus groups
- Assess the relationship between gains in student achievement and initiative implementation
  The Implementation Audit will ensure that the resources available to the school are being used as effectively and efficiently as possible.

The PD program will be evaluated by a professional development committee consisting of both teachers and administrators. The committee's tasks will be to recommend the school wide professional development schedule based on prioritized topics and to manage and approve individual teacher requests for professional development. All teachers who engage in school funded outside professional development will share what they learn through a presentation or other applicable method. The

committee will use these presentations and feedback forms to evaluate the effectiveness of the PD with regards to matching the school's identified goals.

Lastly, evaluations will be completed at each professional development meeting IJLA's conducts.

f. **Youth Development Principles:** Describe your plans for providing professional development and supervision to staff for youth development both inside and outside of the classroom.

All counselors will undergo a series of specific professional development to ensure their ability to best service our population. This includes PD from the American School Counselor Association on ASCA National Model, Roosevelt University on Restorative Justice, Northeastern Illinois on motivational interviewing, Mental Health Association of Chicago on mental health awareness, in-house training on social emotional learning and positive behavior intervention systems. The counselors will work with the teachers to incorporate such practices in the classroom, including the familia advisory program.

g. **Professional Feedback:** Describe your plan for instructional leadership to engage in observation

Teachers develop their Individual Growth Plan with their evaluator (either the principal or designee) at the beginning of the school year. There will be a standard rubric that teachers and administration will build consensus on. During the school year, the evaluator will conduct at least two formal observations and quarterly unannounced walk-through observations. Written feedback will be provided for all forms of observations. Formal observations will be conducted through the clinical supervision model, involving a pre-conference and post-conference. Teachers will receive a formal evaluation rating twice per year. Approximately 35% of the evaluator's full time employment will be devoted to this work. Formative observations will be ongoing in between formal observation to ensure quality feedback.

In addition, department meetings and monthly Curriculum and Instruction meetings will be used by teachers in order to discuss student work. Furthermore, teachers are expected to conduct one peer observation of another teacher and be observed by a peer in each school year in order to further their practice.

9. Professional Culture

a. **Professional Culture:** Describe the professional culture of the new school, how you will achieve this culture, how it will contribute to staff retention, and how you will assess your success. Discuss how faculty and staff will be involved in school-level decisions and in developing new initiatives. Identify opportunities for teacher collaboration and mentorship.

The success of IJLA's mission is dependent upon a strong human infrastructure and stakeholders. The development of a solid foundation will begin with setting the common language of high expectations, empowering stake holders, fostering a trustful learning community that is self-reflective, and institutionalizing an outcome based culture. These core values are inherited from the current culture at RLLA and Instituto.

With the empowerment and training of the staff will come the implementation of a purposeful plan for accountability. Vertical and horizontal communication among all stakeholders is developed through regular meetings and reporting systems.

The sense of urgency that is instilled at all levels of the school's culture is critical to assessing and adjusting the learning and teaching as needed, and may change the paradigm of urban education with underserved student populations.

Besides the principle of urgency, the school's culture is guided by Project-Based/Problem-Solved learning, Data Driven Instruction and Learning Communities. We also implement a process of Continuous Quality Improvement to keep our faculty up to date on the latest trends in the Social Justice by working with external and post-secondary partners – including Roosevelt University, the Adler School of Professional Psychology, the Mikva Challenge, and other community partners.

b. **Evaluation:** Discuss how school leadership will monitor faculty and staff performance. Describe structures or tools that will be used for conducting evaluations and delivering feedback. Describe any proposed incentives, such as merit-based bay.

Evaluation of faculty and staff will be facilitated by a 2 year professional growth plan. The plan will be guided by annual goals, where progress is monitored through quarterly evaluations in Quarters 2, 3, and 4. In Quarter 1, the Principal will conduct a formative assessment and goal development session for year one and year two while evaluating teacher's core strengths. Growth in designated areas will be further monitored through additional formative assessments between Q2 and Q3, and Q4 and Q5.

iObservation, an instructional and leadership improvement system that collects, manages and reports longitudinal data from classroom walkthroughs, teacher evaluations and teacher observations will be a core mechanism for delivering feedback to teachers. The principal will follow the National Teacher's Certification Rubric, in part driven by the Jon Saphier Observation Model and the Kim Marshall Mini Observation Model.

Incentives will include 3-5% raises at end of the two year evaluation.

c. **School-wide Consistency:** Indicate how you will use your professional development program to build the school-wide consistency in expectations and structures that is critical for struggling students.

All professional development provided by IJLA will align to Doug Reeve's research on 90/90/90 schools. This research indicates that there are specific practices and structures common across 90/90/90 schools that have a similar population and outstanding lasting results. These schools have more than 90 percent of the students eligible for free and reduced lunch; more than 90 percent of the students are from ethnic minorities; and more than 90 percent of the students met or achieved high academic standards, according to independently conducted tests of academic achievement. These resounding results serve as the rationale to integrate the practices and structures recommended by this body of research into our PD. Those practices and structures will provide the consistency needed to produce similar results as the 90/90/90 schools. They are as follows:

- A focus on academic achievement via skills mastery across subjects and using all PD to discuss these levers of achievement
- Clear curriculum choices demonstrated by the alignment of Common Core standards to a Backward by Design Curriculum Map
- Frequent assessment of student progress and multiple opportunities for improvement as indicated by our plan to implement standards based assessment
- An emphasis on nonfiction writing
- Collaborative scoring of student work within department meetings, across departments, and across campuses

In addition, professional development will be provided so that teachers are consistently using the Gradual Release Model; Cognitive Readiness Model and Social Justice Project-Based Learning for classroom set up. The lesson plan, which is aligned to the Cognitive Readiness Model, will include understanding & content outcomes (Common Core Standards), essential questions, evidence of learning, assessment, lesson pace, cognitive task per lesson pace, grouping per lesson pace, time, and materials.

10. Student Recruitment

a. **Enrollment Chart:** Complete the enrollment chart below that details the number of students and grands the proposed school seeks to serve in year one through year five and at capacity. Provide a brief narrative statement regarding your rational for the school's projected enrollment for years one through five.

The following chart details Instituto's plan to scale the Instituto Justice and Leadership Academies (IJLA) over a five year period. As a current operator of the Rudy Lozano Leadership Academy (RLLA), Instituto plans to merge this school in the multi-site alternative school charter and have it serve as the first school operating in the network. RLLA will be based in the Pilsen community at a site currently owned by Instituto del Progreso Latino. As the current model exists, RLLA serves 155 students. RLLA will increase its student enrollment to 165 in the 2012-2013 academic year. IJLA will launch its second school in the Gage Park community in the 2013-2014 academic school year. This will allow IJLA the appropriate timing to develop its charter operation model and properly plan for growth into new community areas. We anticipate this second school will serve a maximum of 165 students. The third school will open in the Little Village community, in the 2015-2016 academic school year, 2 years after the launch of the second school. This school will also serve 165 students at its maximum.

Academic Year	Planned Number of Campuses	Planned Number of Students	Maximum Number of Students	Grade Levels
2012 – 2013	1	165	165	9-12
2013 – 2014	2	330	330	9-12
2014 – 2015	2	330	330	9-12
2015 – 2016	3	495	495	9-12
2016 – 2017	3	495	495	9-12
At Capacity	**3**	**495**	**495**	**9-12**

b. **Student Recruitment Strategy:** Explain how the proposed school will successfully identify and recruit students who have disengaged from the school system and/or dropped out of school. Note: The school's recruitment strategy should include plans to attract students with disabilities and students who are homeless.

In the Pilsen community where the RLLA is currently located, the student recruitment strategy highly relies on working with community and educational partners as key feeders into the school. Typically, RLLA works with these partners to identify services and events that typically attract our student populations. Recruitment events include but are not limited to "B-ball on the Block" and Fiesta del Sol. Relationships with neighborhood schools to refer students that have left school or have been dropped due to truancy also facilitate the recruitment process. In addition, Instituto conducts weekly orientations to inform the general community of services in Workforce Development, Adult Education, Youth Development, and Citizenship, with RLLA included in all core presentations. A final component to recruitment strategy is the distribution of over 3,000 fliers throughout community locations such as: libraries, Laundromats, churches, community-based organizations, and grocery stores.

The inclusion of key community organizations on the design team will further drive recruitment efforts as IJLA expands to Little Village and Southwest Side communities such as Gage Park. By leveraging the history and experience of Enlace Chicago Southwest Organizing Project in their respective communities, IJLA will develop a recruitment plan that includes a full community map with direct links to community based-organizations, churches, local parks, schools, government entities, and businesses in the community. Through the community map, IJLA will create action plans for each target areas that include all recruitment activities, resources needed, dates, target audience, number of fliers to be distributed, etc. In addition, we will be utilizing Instituto's website, social media and public service announcements to promote our schools in each of the communities we represent.

In order to inform and attract those students defined as homeless, enrollment teams consisting of teachers and special education staff will visit shelters to provide parents with information about enrollment procedures and transportation. While there, team members answer questions, help fill out forms, and generally support parents in making application for the school lottery. We will encourage enrollment by relaxing policies such as residency requirements and proof of immunization, often prerequisites for enrollment. Finally, we will do all we can to integrate new homeless students quickly including expedited student and parent orientation, assessment and placement, acquisition of records, and transportation arrangements. Once students are enrolled, teachers who have been alerted to the homeless conditions of individual students will check on frequently absent students to closely monitor the conditions which have caused the absence(s).

c. **Student Fees:** If your school imposes student fees, describe your fee waiver policies, if applicable. Explain how your fees and waiver policy will be communicated with students during the recruitment process.

IJLA's student fees will be $100 per year per student. Families and special needs students dealing with specific hardships are allowed to request fee waivers directly to the Principal.

d. **Outreach and Intake:** Describe how your intake process will ensure that students and their parent(s)/guardian(s) feel a sense of choice, informed decision-making, and commitment to the decision to re-engage in learning.

As described in the recruitment strategies above, upon the creation of community plans, a clearly articulated recruitment plan will be developed that will describe all outreach activities in each community. At each outreach initiative a one page recruitment form will be distributed for those interested in following up with the intake process.

The intake process entails participating in an orientation and completion of application, lottery selection and a strength-based assessment through one-on-one interviews with each student. Students and parents will also be informed about the other alternative schools in the area, so that they can evaluate and make an informed decision.

e. **Admissions Policy:** Describe the proposed school's policy and procedures for admissions, including lotteries, student waiting lists, withdrawals, and transfers.

IJLA will adopt the RLLA Admissions Policy across all campuses in the charter. The RLLA Admissions Policy states:

Rudy Lozano Leadership Academy admits Chicago Public School students ages 17-21. Preference is given to students who have been dropped from Chicago Public Schools.

f. **Defining Expectations:** Describe the method and staff responsible for ensuring that students and parents/guardians understand key school policies and expectations surrounding enrollment to ensure that students complete the program.

IJLA will utilize a prospective student orientation for students and their family members. The prospective student orientation will be used to communicate to students and their families our expectations in reference to academic performance and achievement as well has behavior.

g. **Enrollment:** *Per Illinois Charter Schools Law, unless designated by CPS as having attendance boundaries, Charter Schools must be open to all students residing in Chicago (i.e. citywide enrollment). All Charter Schools are required to use a random lottery process for admission if the number of applicants exceeds the number of available seats.* Indicate whether you intend to have a citywide enrollment or if you are requesting an attendance boundary. Indicate the frequency of enrollment periods (e.g. semesters, quarters or rolling enrollment). If your school is proposing an attendance boundary, please include your rationale for requesting a boundary, a description of the proposed boundary, and a list of schools within that boundary with similar grade structure (visit http://schoollocator.cps.k12.il.us/). Hoes does the student population you are choosing to work with influence your enrollment process? *Applicants should be aware that the final decision regarding the use and details of boundaries rests solely with the CPS Board of Education.*

IJLA will enroll students the 1st, 2nd and 3rd quarters of the school year, and no students are enrolled for the 4th quarter. Maximum capacity for each school will be 165 students. Whenever there are more slots than applicants, a lottery will be held under the supervision of a member of the administrative team. The members of the administrative team are Intake Coordinator, Registrar, and Principal.

The students whose names are selected are notified of acceptance. If for some reason (a) student(s) cannot be located or is/are no longer interested in attending IJLA, another lottery is held to select another student.

Admissions

Rudy Lozano Leadership Academy admits Chicago Public School students ages 17-21. Preference is given to students who have been dropped from Chicago Public Schools.

Pre-Admission Activities Placement Testing

- Collection of all required documents
- Orientation
- Student Interview by Counselor/Dean
- New Student Training/Student Fees of $100

The following paperwork will be required from each student prior to enrollment. All forms or photocopies must be on file prior to beginning classes. Students will not begin classes until the following is submitted:

- High school transcripts
- Social Security Card
- Photo ID
- Birth Certificate
- Proof of address
- Immunizations records
- Proof of Income
- Withdrawal letter from previous school
- Emergency Contact form (provided by RLLA)
- Lunch application form (provided by RLLA)

- All enrollment forms (provided by RLLA)
- Parental Consent/Restriction Form (provided by RLLA)
- Placement Exam (provided by RLLA)
- RLLA Application Form (provided by RLLA)
- Attend Orientation with parent (provided by RLLA)
- Interview (provided by RLLA)

Community Involvement

11. Targeted Community

a. **Description:** Name and describe the community you seek to serve, including its assets and educational needs. Describe your rationale for targeting this community and provide an explanation for why the proposed school aligns with community needs and expectations. Identify important community- and faith-based organizations, cultural institutions, and natural and corporate resources within the community.

For over 34 years, Instituto has stood as a pillar of community progress and achievement in the Pilsen (Lower West Side), Little Village (South Lawndale), and Back of the Yards (New City). As a recognized educational

By creating a multi-site alternative school charter, Instituto will aim to continue delivering a critical educational service to students displaced from the school system in Pilsen by operating the Rudy Lozano Leadership Academy and by creating two new schools in high service needs communities, including Little Village and Gage Park.

While the schools will principally be located in the aforementioned community areas, they will likely serve the several neighboring areas across Chicago's Southwest Side. The three communities of South Lawndale, the Lower West Side, and New City represent a total population of 186,823, with 140,696 Latinos living in the districts. 74,128 persons are lower English proficient in these districts (U.S Dept. of Commerce, Census 2000). The districts are also characterized by low education, and low median incomes. In South Lawndale 62.7% of adults have a less than a high school degree; Lower West Side 56.5%; New City 53%. Unemployment in the 3 districts ranges from 12 to 15%; the median incomes are $20,253 in South Lawndale, $32,317 in the Lower West Side, and $27,331 in New City.

The areas of West Elsdon, Gage Park, West Lawn and Chicago Lawn are characterized by large, and growing, African-American and Latino populations. According to the 2000 U.S. Census, 142,486 persons live in these 4 areas, 78% of which are African-American and Latino. In the 4 areas there are 41,349 individuals of the age 14 and under, and 21,603 households with individuals 18 years and under. Average household size in the 4 areas is 3.5 persons, while average median household income is $41,193, with larger households and significantly lower incomes in Gage Park (4 and $36,463) and Chicago Lawn (3.6 and $35,983). Subsequently, these the two areas are most populated by Latinos and African-Americans respectively. While the median income in both areas is above Federal poverty rates, it falls well below the $47,000 a year required for family of four to provide basic needs in Cook County. In fact, nearly 1/5 of the population in Gage Park and Chicago Lawn are at or below the poverty level.

The Southwest Side is currently home to a rich network of both community- and faith-based, and cultural institutions seeking advance the lives of their respective neighborhoods. The network of organizations includes: Alivio Medical Center, the Back of the Yards Neighborhood Coalition, El Valor, ENLACE Chicago, Gads Hill Center, Latinos Progresando, Mujeres Latinas en Accion, National Museum of

Mexican Art, the Peace and Education Coalition, Pilsen/Little Village Mental Health Center, The Rauner Family YMCA, The Resurrection Project, Southwest Organizing Project among several others. In some capacity, Instituto has partnered with each of these institutions to help families become citizens, guide families in financial budgeting and management, explore leadership development for working women, provide substance abuse and depression counseling and create spectacular public murals. Instituto also regularly works with a wide range of churches and faith-based organizations to recruit families, including St. Pius Church, St. Procopius Church, and Holy Cross Church. We further have excellent relationships with local businesses, chambers of commerce and Mexican hometown associations.

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

The IJLA design team consists of a broad mix of internal and external stakeholders committed to transforming alternative education in Chicago. Representatives include individuals from Instituto del Progreso Latino, the Adler School of Professional Psychology, ENLACE Chicago, the Gads Hill Center, Roosevelt University, and the Southwest Organizing Project. Each organization brings a unique set of experiences related to community-school partnerships, justice-driven education, family and childcare services to immigrants and young adults, and innovative educational models that tap the strengths of special populations.

Instituto prides itself on its ability to help families transform their life opportunities. Beginning with the provision of English-as-a-Second-Language and citizenship services, today Instituto has evolved into a leading city, state, and regional educational institution supporting pathways to self-sufficiency of the Latino community. Our partners include community colleges, community-based organizations, public elementary and high schools, corporate partners and universities. Throughout its 33-year existence, Instituto's evolution and expansion has been informed by the needs of its program participants. Such needs have helped define Instituto's character of achievement by offering high quality programs in workforce development, adult education, youth development, youth education and citizenship preparation. More than 43,000 families have walked through Instituto's doors to learn English, earn their GED or high school diploma, increase their job skills, find employment or become U.S. citizens.

Each year, Instituto engages 14,000 participants and families in its five strategic locations in predominantly Latino communities throughout Chicago: Pilsen, Little Village, and Back of the Yards. The objective of the programs and services at Instituto are to work with families towards increasing their capacity for self-sufficiency; work with industry partners to meet labor shortage demands; and create equitable access to education and skills training. Instituto is a community organization that informs regional and national progress by remaining deeply committed to its participants, being respectful, inclusive, and open six days a week from 8 a.m. to 10 p.m.

Since 2003, Instituto has operated from a strategic vision of becoming a recognized leader reaching every Latino family in the Chicago metropolitan area where participants are proactive agents of change in their communities and have secure economic futures in an environment that recognizes and values everybody's uniqueness and cultivates their growth. To achieve this vision, Instituto's programs reflect a real understanding of the community it serves. By concurrently running the largest Latina/o serving workforce and citizenship program in the State of Illinois, along with an internationally recognized adult educational department and a national model of replication for youth development, Instituto is uniquely positioned to meet the economic and educational needs of the growing Latino community. In particular, Instituto's experience in the provision of comprehensive career pathway programs has

demonstrated that as wages are increased, opportunities to save, invest, and build an asset base will arise, all of which sustain a families exit from poverty.

Instituto currently administers the following nationally recognized and awarded programs:

- Carreras en Salud – a nursing bridge partnership program that links limited English Speaking participants to CNA, LPN, RN, and BSN training and educational programs;
- ManufacturingWorks – the City of Chicago's leading sector service center, providing local manufacturers with qualified employee recruitment and training;
- The Center for Working Families – a job training, employment services, financial counseling, and public assistance access program;
- CNC FastTrack/Industrial Maintenance – a program linking incumbent workers to in-demand certifications in manufacturing;
- Green Jobs Initiative – a twelve month program designed to increase workers' skills in the areas of construction, building maintenance and energy systems;
- Mujer Avanzando – a career pathway, asset development, Latina leadership and child care program designed for single mothers earning between $10K and $30K;
- Computers for Business – a 10 week training program designed to improve computer literacy and develop technology skills for individuals pursuing careers in business and customer service;
- Adult Basic Education – provides services Spanish Literacy, English-as-a-Second-Language, and GED in Spanish;
- Citizenship Preparation – the state of Illinois' largest citizenship preparation center, processing 900 applications annually and providing civic education and leadership training to adult learners

Instituto's focus on youth development and education emerged as a direct response to the understanding that sustainable community development must include effective programs for young people. As the number of available resources and opportunities for meaningful youth engagement grows, their options for healthy development and positive choices increases. The philosophy is driven by the promotion learning supported by family engagement that produces more high school and college graduates.
Each year, Instituto enrolls and engages over 500 young people and families throughout Chicago's Southwest Side through the following programs:

- Keep Educating Youth (KEY) is an after-school program working with elementary age children ages 8 – 14 focusing on the areas academic tutoring, life skills, arts, and sports recreation.
- The Escalera College Bridge Program is an after-school program for high school aged students that works to prepare for students for college and develop a career pathway.
- AmeriCorps National Service Program is a partnership with the NCLR to engage college-aged students with community service in the areas of workforce development, education, and citizenship.

Further, Instituto's experience working with youth of all ages, and specifically with the alternative school population, will guide its ability to achieve IJLA's mission. Since 1997, Instituto has operated the social justice based alternative high school, the Rudy Lozano Leadership Academy (RLLA) as part of Youth Connections Charter Schools and the Alternative Schools Network. RLLA emerged as part of Instituto's effort to reengage youth who have dropped out of public school in Chicago.

Finally, Instituto's experience in the charter incubation arena stems primarily from the successful start-up of the Instituto Health Sciences Career Academy, Chicago's first charter high school addressing the profound shortage of Latinos and urban youth in the healthcare field in Illinois. IHSCA will serve 600 students at its maximum at a newly renovated state-of-the-art 100,000 square foot facility owned by Instituto in Pilsen. IHSCA currently contracts with Instituto to manage core operational services.

See Attachment 4 for Community Support Letters.

12. Community Engagement Strategy

a. **Plan:** Describe your Design Team's vision for establishing the school as a pillar in the community, and explain how the school leadership will execute this vision. Describe any services or resources that the school will provide for community members.

The vision for IJLA is driven by Instituto's core belief that education is power. As such, the IJLA Design Team envisions a multi-site alternative school charter that builds on the organizations rich history of partnership, further expands on the principals of justice, and creates a safe space and environment for young people who have fallen through the cracks of the public schools in their immediate areas. IJLA will emphasize a mastery of academic skills that fully prepares them for higher education and 21st century careers, while staying rooted in social justice philosophy. By fully engaging the community partners represented on the design team, IJLA will fully leverage the community school experiences that both Enlace and SWOP have developed overtime. This coupled with Instituto's success in integrating core career development, financial literacy, and public benefits services provided by its Center for Working Families, will create a transformative statement on the potential for alternative education in the City of Chicago when stakeholders are engaged and invited into the process.

b. **Key Community Partnerships:** Discuss specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school, and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing and cultivating these partnerships.

As a multi-site alternative school charter, IJLA will operate three schools in the currently planned communities of Pilsen, Little Village, and Gage Break. Currently, Instituto operates the Rudy Lozano Leadership Academy out of it main facility on Western and Blue Island in Pilsen. As a current program of Instituto, the RLLA has direct access to several national models in workforce development and college preparation that have strengthened its academic and career planning curriculum.

Carreras en Salud is one such example of workforce program integration into the RLLA curriculum. *Carreras en Salud* is a career pathways program established to bridge limited English speaking individuals into Licensed Practical Nursing (LPN) positions. The partnership is lead by Instituto del Progreso Latino, and works with the following partner institutions: Association House of Chicago, and Humboldt Park Vocational Education Center (HPVEC) of Wilbur Wright College. *Carreras en Salud* thus provides a tangible solution to addressing the ongoing nursing shortage and the need for bi-lingual healthcare professionals. Even in today's economic climate, healthcare is one of the few sectors with existing market demand. As students matriculate through the program, they increase their wages significantly, allowing for the entire family to develop its assets over time. By doing so, *Carreras en Salud* is moving families on a pathway to self-sufficiency, sending a rippling effect across generations of Latinas and Latinos in Chicago.

Over the last two years, the *Carreras en Salud* and RLLA teams have worked to successfully integrate the program into RLLA classrooms for students interested in pursuing careers in healthcare. In fact, it was

partially this process that informed the incubation of the Instituto Health Sciences Career Academy, a charter school now dedicated to inspiring the next generation of doctors, nurses, informatics professionals and biotechnology specialists. Over 41 students of RLLA have enrolled in the Pre Certified Nursing Assistants course through the Carreras en Salud/RLLA integration effort, and now as the program expands from nursing into Health Information Technology, new plans are being made to include additional healthcare career tracks into the school.

Additionally, Instituto has operated the national model for the Local Initiatives Support Corporation's Center for Working Families for the last 7 years. In 2010, Instituto identified a critical need to transform the Center for Working Families from a program into an institutional office. The shift in effect made the CWF a singular point of access for career and training services, along with access to financial coaching/counseling, and access to public benefits. In order to accomplish this, Instituto had to identify new means of funding the CWF through its well positioned programs in workforce development. In particular, Instituto honed in on two high demand sectors – healthcare and manufacturing, and subsequently developed a strategy to build employer relationships in the industry. This process would allow CWF to recruit participants into training programs such as Carreras en Salud and Manufacturing Training, administer the appropriate educational services that would lead to advanced certificates in those fields, and ultimately help individuals secure employment in their desired industries.

Through a Social Innovation Fund grant, Instituto has brought the idea of CWF's institutional transformation full circle by integrating the scope of services into the RLLA. In particular, SIF funding has allowed the CWF to increase its scope of services by purposely targeting 2 new populations – graduating seniors of the RLLA and parents of students enrolled in RLLA.

A final element related to the successful integration of community services into the RLLA is related to synergy between the Escalera College Bridge program and the post-secondary planning and college readiness program embedded into the school's design. Escalera is an after-school college-bridge program working with high school juniors and seniors helping them prepare for college and develop a career pathway. The program currently has 94 students enrolled, and has worked with over 120 students in the last 7 years achieving a 98% high school graduation rate and a 93% college placement rate.

While Instituto will continue to leverage the strength of its workforce and youth development programs across all new schools created within the multi-site charter, community partner engagement will remain critical to developing the model and support services needed to operate successful schools in the areas proposed. As such, Enlace Chicago has been engaged to help lead and facilitate IJLA expansion in to the South Lawndale (Little Village) community. Enlace is dedicated to making a positive difference in the lives of the residents of the Little Village Community by fostering a physically safe and healthy environment in which to live and by championing opportunities for educational advancement and economic development. In particular, Enlace's experience operating core programs which include Safety Networks, the Violence Prevention Collaborative, the Neighborhood Recovery Initiative, Ceasefire, the City of Chicago Culture of Calm Mentorship and Advocacy Program, Community Watch, the Little Village Mental and Behavioral Health Collaborative, and Community Schools Initiative, will help IJLA develop a multi-dimensional academic and support model that addresses core barriers impacting graduation of young people across the Southwest Side. A particularly important component of replication will be the embedding of wrap around services in the school itself, and experience unique to Enlace, and will include the following elements:

- After-School Academic Enrichment—Homework Help and integrated lessons in math, literacy, and science.
- Intense Summer Youth Opportunities focusing on leadership, academic, recreational, and social skill building.
- Strong Post-secondary Support—college preparation, internships, and career exploration opportunities.
- Adult Education and Family Leadership—Workshops and courses in ESL, GED, Citizenship, Technology, Parenting, and Leadership.
- Arts and Recreational Activities—sports and cultural arts to strengthen teamwork, self-esteem, and self- expression.

In the Gage Park community, Southwest Organizing Project (SWOP) has been selected due to its involvement in programs such as Parents as Mentors, Grow Your Own Teachers Illinois, Voices of Youth in Chicago Education (VOYCE), Teen REACH, Elev8 and the Parents and Residents Invested in School and Education (PRISE). SWOP's over arching mission is to build a broad based organization of churches, mosques, schools and other institutions in Southwest Chicago, which enable families to exercise common values, determine their own future and connect with each other to improve life in their neighborhoods.

Further, as a key partner in Pilsen and leader in childcare provision, the Gads Hill Center will work to integrate in school child care centers at all sites in the IJLA network. Gads Hill Center's history in providing such services spans more than 110 years. Gads Hill Center provides center-based children's services, including Head Start and pre-Kindergarten services. Gads Hill Center also provides home-based children's services, including Head Start home visiting, Early Head Start family child care services, and additional instruction for parents with children 0-3 years of age. The expertise and service provision that Gads Hill Center will contribute through the child care centers at IJLA schools will be an invaluable service to the parenting teen students at IJLA. These young people will no longer be plagued with the additional worries and travel associated with ensuring their children have childcare and will be able to focus on their own academic studies knowing that their children are nearby receiving quality, reliable care. We also see these sites as being potential learning opportunities for IJLA students interested in pursuing careers in early childhood education.

c. **External Resources and Partnerships:** Describe how you would use external resources and partnerships to enhance the school's capacity for the meeting the academic, social-emotional and career/college readiness needs of the students.

Instituto firmly believes that real change can only be brought about through genuine collaboration. The resources that we will access to enhance the school's capacity for the meeting the academic, social-emotional and career/college readiness needs of the students will be those which have been sought out because of the strategic partnerships that have been developed in preparation for the IJLA. Because of our strong belief in the integration of social justice throughout all aspects of the schools, partners with similar missions have been selected, including Roosevelt University, the Adler School of Professional Psychology and Mikva Challenge.

Roosevelt University encourages community partnerships and prepares its diverse graduates for responsible citizenship in a global society. At IJLA, Roosevelt University will offer a number of supports. Their greatest interest is in promoting access to higher education for IJLA students. During the summer before entering senior year, IJLA will participate in an intensive five day on campus experience during which they will stay in Roosevelt dormitories, meet Roosevelt students, and take a writing course which

will culminate in the creation of a personal statement that the seniors can use for their college and scholarship applications. Over the course of the following school year, the Roosevelt students that they worked with over the course of the five days will continue to meet with them to finalize their essays and assist and motivate them through the college application process. Roosevelt University will also place undergraduate students who are trained through Jumpstart at the campus based childcare facilities in order to ensure that the children of IJLA students are receiving additional literacy supports. The Jumpstart Roosevelt students will work with IJLA students who are parents in teaching them how to use literacy strategies with their children, as well.

The Adler School of Professional Psychology's education and training prepares students to be socially responsible practitioners who engage communities and advance social justice. The Adler School directly engages communities in order to provide students with experience training in socially responsible practice and to advance social justice within those communities. In line with this practice, the Adler School will place students at IJLA to provide various services. Adler students will be able to help host workshops and facilitate lessons integrated within several classes at IJLA on social justice, conflict management, and mental health. Students from the new Child Guidance Center at Adler will also work with teen parents and parents to be at IJLA to help them understand their children's development and to offer various parenting techniques that they can implement with their children. Students and staff from the Adler School will also partner with the IJLA student support staff in order to create a strengths based social-emotional assessment. This tool will help IJLA staff understand what each entering student's strengths are in order to serve as a basis through which to address any areas requiring improvement in the transformation process.

Mikva Challenge develops the next generation of civic leaders, activists and policy-makers. They do this by providing young people with opportunities to actively participate in the political process. In the past, Rudy Lozano Leadership Academy has participated in the Issues to Action program. In Issues to Action, students identify issues in their schools and communities and advocate for policy change. The culminating event for the program is a civics fair during which all participating schools present their action research project. RLLA has won three awards to date – Most Creative Project, Best Overall Project and a $3,500 scholarship which was won by an RLLA student. Mikva Challenge has also been able to provide professional development opportunities for RLLA teachers. Because of the demonstrated success and overall positive feedback from both staff and students, we intend to strengthen and expand these activities with students from all IJLA campuses.

d. **Support Evaluation:** Describe your methods for evaluating internal and external support services

Currently, Instituto evaluates internal and external support services through two systems – PowerSchool and the Efforts to Outcomes Database. PowerSchool is currently used by the Rudy Lozano Leadership Academy, integrating and automating critical functions including attendance, complex scheduling, classroom grading, and other types of reporting.

Support services at Instituto are evaluated primarily through its Efforts to Outcomes Database (ETO). Through the ETO, Instituto concurrently maintains longitudinal data on participant outcomes. This data includes job placement and retention, wage gains, public benefits access, academic increases, credit score information, training participation, etc. Data from the ETO additionally informs key programmatic innovations that allow for enhanced services across the organization.

13. Design Team Capacity

List the members of the Design Team filing this proposal. Provide evidence to support why this team has the collective capacity to successfully perform all tasks needed to open a new school.

The IJLA Design Team brings together years of collective experience in education and nonprofit management. Design Team members cover various areas of expertise and represent many partner organizations, as is demonstrated below.

- Gabriela Arismendi has a master's in social service administration and a bachelor's in secondary English education. She has worked at Instituto for 7 years, and her work throughout that time has focused on youth development and access to higher education. She also formerly served as the Career and Academic Counselor for Rudy Lozano Leadership Academy. She has been helpful in informing the post secondary readiness aspect of IJLA and in connecting to university partners.
- Dr. Martha Casazza holds a master's and doctorate degree in education, and a bachelor's degree in psychology. She currently serves as the Vice President of Academic Affairs at the Adler School of Professional Psychology. Dr. Casazza's primary area of interest focuses on access to education for traditionally underserved populations. Her contributions have been (and will continue to be when the IJLA schools open) helping to develop the areas of guidance and counseling for students and professional development for staff.
- Dr. Ricardo Estrada holds a doctorate degree in education, and a master's and bachelor's degree in business administration. He is the Vice President of Education and Programs at Instituto and has experience both at in the nonprofit and higher education field. He previously served as the Executive Dean at the West Side Technical Institute and as the Executive Dean at St. Augustine College. Once the IJLA schools open, Dr. Estrada will be responsible for convening meetings between the IJLA schools, the Instituto Health Science Career Academy and Instituto's Youth Development Department to ensure overall programmatic success and synergy.
- Azucena Gonzalez holds a master's and a bachelor's in education. She currently serves as the Director of Home Based Services at Gads Hill Center, but has worked in a number of other childcare and educational capacities, including as a teacher in multiple schools and as a parent consultant at Illinois Action for Children. Ms. Gonzalez will continue to lend her expertise in childcare and early childhood education in the development and maintenance of the school based child care centers.
- Phillip Hall holds a master's in business administration (with a focus in operations and control) and a bachelor's in economics. Mr. Hall currently serves as Instituto's Chief Financial Officer, and has numerous other experiences in finance and nonprofit work, including serving as the Financial Administrator for Esperanza Community Center, Director of Revenue for the Chicago Park District, and Comptroller for the LaSalle Foundation. Under the established model, Mr. Hall will oversee all finance, human resources and information technology operations at IJLA.
- Eric Lugo holds a bachelor's in anthropology and a master's in integrated marketing communications, and is currently a pursuing a master's in business administration. Mr. Lugo has worked at Instituto for over five years in the fields of development and communications. Mr. Lugo will also oversee resource development for the IJLA schools as well.
- Guadalupe Martinez holds a master's in educational leadership administration, a master's in education and a bachelors in liberal arts and sciences. In addition to teaching experience at both Antonia Pantoja Alternative High School and Latino Youth Alternative High School, Ms. Martinez also served as the Principal and Director of Education at Latino Youth Alternative High School. Her experience in alternative education has been crucial in helping to create all aspects of the IJLA

model. Once open, Ms. Martinez will continue to lend her knowledge in the field to operation of the IJLA schools. Because of her current position at Instituto as the Director of Career Pathways, she will also be instrumental in overseeing the expansion of various career pathways at IJLA.

- Rebecca Martinez serves as the Director of Education at Enlace Chicago. Through her role there, she has facilitated the implementation of education and violence prevention programs at eight schools in the Little Village community. Ms. Martinez's involvement is crucial for us, as we plan to open our second campus in this area. Her relationships with families and schools in the area will greatly aid us in our recruitment efforts and with our overall integration into the community.
- Cynthia Nambo holds a master's in general administration and in urban teaching, as well as a bachelor's in psychology. She has also obtained her Type 75, Type 03, and Type 29 certificates. She has worked at a number of educational organizations including at the Chicago Public Schools, the Greater Lawndale High School for Social Justice, Illinois State University, Big Picture High School, Latino Youth Alternative High School, Young Women's Leadership Charter School, and Hedges Elementary School. Ms. Nambo currently serves as the Principal at RLLA and will serve as the Principal for the IJLA schools.
- Dr. Alejandro Padilla holds a doctorate degree and a master's degree in education policy, as well as a bachelor's degree in secondary social science education. Dr. Padilla has worked in a number of educational organizations including the Illinois State Board of Education, Morton College, Notre Dame and the University of Illinois. Dr. Padilla has been supportive in the refinement of the overall IJLA model and in the application writing process.
- Alicia Ramirez served as the Dean of Students for RLLA for four years. She just recently accepted a position as the Vice Principal of the Instituto Health Sciences Career Academy, but will join the board of IJLA in order to lend the expertise she gained in discipline, prevention, intervention, career and academic services while at RLLA. Ms. Ramirez holds a bachelor's in sociology, a master's in educational leadership, and a Type 75 administrative certificate.
- Michael Rodriguez holds a master's in social service administration and a bachelor's in marketing. In addition to serving as the Executive Director of Enlace Chicago, he has been a long time resident and activist in Little Village. In addition to his interest in community development, Mr. Rodriguez also has a passion for juvenile justice, and currently sits on the Illinois Juvenile Justice Commission. His work in this field and this community will be integral in ensuring that we are meeting the needs of all youth in the community, particularly those in at-risk situations.
- Juan Salgado holds a master's in urban planning and a bachelor's in economics. He has served as the President and CEO of Instituto for over ten years. Under his leadership, the organization has grown from a $1million operating budget to over $14million. He has overseen operations of RLLA and played a large role in the development of the Instituto Health Sciences Career Academy. Under the IJLA model, Mr. Salgado will work alongside the IJLA board to ensure the overall success of the schools' operations.
- Dr. Holly Stadler has a doctorate degree in counselor education, counseling and student personnel services, a master's in counseling and student services, and a bachelor's in psychology. She currently serves as the Dean of the College of Education of Roosevelt University. Dr. Stadler has conducted research on the topics of professional ethics, multicultural counseling and training, human rights and social change. Her contributions to IJLA will be in the areas of professional development for staff and creating additional connections between Roosevelt and the network.
- Shoshanah Yehudah holds a bachelor's degree in social policy and is currently pursuing her master's degree in special education. She is currently working as the Director of the Elev8 program at the Southwest Organizing Project. Ms. Yehudah lends her familiarity working in this school based after

school programs to the development of support services at IJLA. Her work in the community will also be beneficial as we move forward with the opening of the Gage Park based IJLA campus.

See Attachment 5 for Design Team Resumes.

14. School Governance and Oversight

a. **School Type:** Briefly explain the rationale for applying to operate your school as a Charter or Contract School.

Instituto is proposing to incubate a Multi-site Alternative School Charter that will operate as an independent entity under the name the Instituto Justice and Leadership Academies (IJLA). As discussed, Instituto is drawing upon its experience operating its current contract alternative school with Youth Connections Charter Schools, the Rudy Lozano Leadership Academy, to build its academic, social/emotional, and career pathway curriculum. Having successfully done this for the last 14 years, and also successfully incubating Chicago's first charter school dedicated to health science careers, the Instituto Health Sciences Career Academy, Instituto believes it is once again positioned to create a new educational paradigm this time impacting the alternative school space.

Our experience tells us that IJLA must attract and sustain high value human and financial capital to effectively achieve this goal. As such, IJLA will require the flexibility to innovate that comes with Charter school designation and the brand image associated with Charters to raise capital to innovate.

Human capital will drive innovation and excellence at IJLA. Charter schools have a brand image among potential donors and investors that contract schools simply do not. IJLA has a unique opportunity to demonstrate the strength and potential of alternative schooling among a population with significant growth potential in the Chicago region. The educational innovations sought require resources beyond those provided through public school financing. As such, attracting investors for our school design is paramount to demonstrating the viability and portability of high-impact education among a population challenged by life's circumstances. Charter school designation enhances our fundraising capacity as it is a structure generally known to the public.

b. **School and Board/Advisory Organizational Charts:** Provide a comprehensive chart showing lines of authority among school leadership and the oversight and/or advisory structure for the proposed school.

See Attachment 6

c. **School Governance and Oversight**

Instituto has served as the incubator of IJLA and has already invested significant time and effort to assemble the relationships, knowledge and expertise to successfully incubate the school model.

Instituto and IJLA will execute a Management Services Agreement which will set forth the division of responsibilities between the two entities. (See Attachment 7) The IJLA Board is fully responsible for its governance as set out in its articles of incorporation, bylaws and 501(c) 3 designation. Instituto will support IJLA in the areas of leadership and management, accounting and business functions, resource development, marketing-communications, and information technology.

i. **Board Role:** Describe the structure of the Governing Board, including how often it will meet. *Note: Boards are required by charter contract to meet at least quarterly*. In addition, to oversight related to legal and compliance considerations, please

describe what contributions the Board will make to the long term success and sustainability of the school, such as how it will monitor academic and operational aspects of the school and how it will evaluate the performance of the school leader.

IJLA's Board of Directors will meet on a monthly basis. The IJLA Board expects to sustain monthly meetings from inception through the first year of operation at which time it will evaluate the possibility of bi-monthly meetings. All board members will be required to participate in at least one advisory committee ensuring strong interaction with other IJLA stakeholders.

IJLA's founding board will cement the foundation for generations of successful graduates. Choosing, mentoring, supporting and monitoring performance of its Founding Principal will be the IJLA Founding Board's most important contribution to the long-term success of the IJLA Multi-Site Charter. Specifically, the IJLA Board of Directors will be responsible for the following items:

Responsibilities of Board of Directors
Create, Merge, and Dissolve the Multi-Site Alternative Charter
Elect and Appoint members to the Multi-Site Alternative Charter
Create and Modify Governing Policies (Bylaws, Personnel Policies, and Financial Policies) and School Operating Policies
Develop working knowledge of current issues and trends to effectively set strategic direction of the Multi-Site Alternative Charter's curriculum, programming, and operating structure
Provide financial oversight: Approve Annual School Program Plan and Budget
Hire, Coach, Evaluate, and Terminate the Principal
Ensure the Multi-Site Alternative Charter is fiscally sound and operates within policies and procedures that are sound, prudent, and ethical
Nurture the development of Board members as a cohesive working group, and regularly monitor its own performance
Raise funds for Multi-Site Alternative Charter sufficient to cover approved annual budgets.
Develop and maintain healthy relationships with stakeholders
Mitigate risks that will threaten the success of the RLLA Multi-Site Alternative Charter

A key to supporting the IJLA Principal and team lies in obtaining financial resources to fully fund the planned school design and budget. The five year fundraising goal is $1.625 million. This goal represents $325,000 in annual private gifts over the first five years. IJLA, assisted by Instituto, will raise these funds from foundation, local industry and individual gifts. The IJLA approach assumes annual gifts of approximately $250,000 from foundations and $75,000 from corporations and individuals.

IJLA will adopt the Instituto philosophy and approach to long term sustainability. We believe that creating a quality product - getting the right outcomes in the right way - will drive people to be our champions and ensure the future. As champions, they will introduce us to others thus building relationships that lead to further educational advancement, product development and investment. As such, the IJLA founding board will establish performance metrics to properly monitor the IJLA school performance.

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

IJLA's Board of Directors will be comprised of 5 to 13 members. Board recruitment has already begun. Instituto expects to establish the IJLA board in January 2012, 6 months from school opening. Instituto will seek board membership from institutions and individuals who are leaders in their respective field

with a demonstrated stake in our school as exhibited by their time, dedication and resources to the furtherance of the Instituto Justice and Achievement Youth Academies. (See Attachment 8 for Draft Bylaws)

IJLA will seek board members with a track record of successful prior board governance experience. IJLA will build upon this foundation in a variety of ways. IJLA will organize guest presentations at board meetings to engage the board as primary stakeholders in IJLA's learning community. Additionally, IJLA board will have access to readings, workshops and conferences to facilitate that leadership and expertise in secondary education. Finally, IJLA will hold an annual retreat to build strong working relationships while conducting the visioning, strategic planning, board development and training necessary for success.

See Attachment 9 for Instituto Articles of Incorporation and 501(c)3 Status.

iii. **Board Development:** Identify the desired composition of the Governing Board, including key skills and constituencies that will be represented. Provide a plan for recruiting a Governing Board representing a diverse skill set required for school oversight. Identify any existing relationships with individuals or organizations which the Design Team can leverage as it develops its founding Board. *Note: Charter schools are required to describe the nature and extent of parent, professional educator, and community involvement on the Board.*

The IJLA Board of Directors will consist of organizational members from the design team and community leaders that can add core value to the governance of a multi-site alternative charter. All members have direct experience with Board and non-profit management, and bring concrete knowledge and resources to the charter school.

- Jeff Bartow, Executive, Director, Southwest Organizing Project. Mr. Bartow is a seasoned organizer in social justice. In addition to working on the Southwest side of Chicago for almost 25 years, Mr. Bartow is also a community resident. His presence on the IJLA Board will ensure a smooth and complete integration in the Chicago Lawn community.
- Barbara Castellan, Executive Director, Gads Hill Center. Ms. Castellan has almost 30 years of experience as an upper level executive in social service organizations. She brings her financial, management and organizational development skills with her to the IJLA Board. Through the years, she has developed an expertise in early childhood education and will ensure that the needs of IJLA students who are parenting teens and their children are fully met.
- Dr. Martha Cazzassa, Vice-President Academic Affairs, Adler School of Professional Psychology: Dr. Casazza holds a master's and doctorate degree in education, and a bachelor's degree in psychology. Dr. Casazza's primary area of interest focuses on access to education for traditionally underserved populations. Her contributions will be in helping to develop and assess the areas of guidance and counseling for students and professional development for staff.
- Jaime De Leon, New Communities Director, ENLACE Chicago: Mr. De Leon has worked in a variety of capacities in community development, community organizing/outreach, and project management for 14 years. Jaime is a dynamic, bilingual and bicultural leader that excels in various settings, and has a proven track record of success, specifically in the Latino community. Mr. De Leon's work in Little Village will particularly helpful in establishing the IJLA campus in the community.
- Alicia Gonzalez, Executive Director, Chicago Run: Ms. Gonzalez has experience in starting and implementing school based and youth programming. Ms. Gonzalez also brings to the IJLA board her tremendous capacity in resource development and event management.

- Alicia Ramirez, Vice Principal, Instituto Health Sciences Career Academy: Ms. Ramirez served as the Dean of Students for RLLA for four years. Ms. Ramirez also holds a master's in educational leadership and a Type 75 administrative certificate. In joining the IJLA Board, she will lend the expertise she gained in discipline, prevention, intervention, career and academic services while at RLLA and through her professional studies.
- Dr. Holly Stadler, Dean, College of Education, Roosevelt University: Dr. Stadler has a doctorate degree in counselor education, counseling and student personnel services, a master's in counseling and student services, and a bachelor's in psychology. She currently serves as the Dean of the College of Education of Roosevelt University. Her contributions to IJLA will be in the areas of professional development for staff and creating additional programmatic connections between Roosevelt and the network of schools.
- Mario E. Moreno, President, MorZep Consulting: Mr. Moreno has developed a thorough understanding of the field of higher education through over 25 years of experience working as an associate professor, program director, counselor, dean of students, acting dean of instruction and associate vice president. Mr. Moreno is also in the process of completing his doctorate degree in higher education.

See Attachment 10 for additional Board Resumes.

iv. **Transition Plan:** Discuss the Design Team's role in interacting with or participating in the Governing Board during the start-up of the school and after school opening. Describe a transition plan and associated timeline as the founding Board becomes the "working" Board. Please also identify any resources the team will rely on in connection with its ongoing Board development efforts.

Four members of IJLA's Design Team will transition to its founding Board of Directors. These individuals include Dr. Martha Cazzassa, Jaime De Leon, Alicia Ramirez, and Dr. Holly Stadler. Further organizational partners with representatives on the Design Team will also have new representatives on the founding Board, including Jeff Bartow with Southwest Organizing Project and Barbara Castellan with Gads Hill Center.

v. **School Level Committees:** Describe any advisory councils or committees you plan to establish at the proposed school. Explain the role, planned membership, and reporting structures of these councils or committees as they relate to the Governing Board and school leadership.

School level committees will include, but are not limited too:

- Instructional Committee – dealing with issues pertaining to the overall educational program across all sites
- Administrative Committee – dealing with operational issues and day to day processes across all sites
- Professional Development Committee – recommending school wide professional development and providers for topics

15. Leadership

Describe the criteria for hiring a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision. Identify the Principal candidate, if known, and explain why this individual is well qualified to lead the proposed school. If the candidate is unknown at this time, describe the timeline and plans for recruiting, hiring and developing the Principal.

On August 1, 2011, Instituto hired Ms. Cynthia Nambo as the new principal of the Rudy Lozano Leadership Academy, when her predecessor, who served as principal for seven years, was selected to

participate in the prestigious New Leaders for New Schools program. In the short time since she joined Instituto, Ms. Nambo has been able to fully integrate herself into the RLLA operations. She has also led a three day retreat for the RLLA staff, has been leading the day to day school operations to prepare for the beginning of the new school year, became a part of the IJLA Design Team, and has also been instrumental in writing the Multisite Charter School application.

Ms. Nambo received her bachelor's in psychology from the University of Illinois at Urbana-Champaign. She then went on to receive a master's in urban teaching (with a specialization in bilingual education) from Columbia College and a master's from Northeastern Illinois University in general administration. She has also obtained a Type 75 – General Administration, Type 03 – Elementary and Type 29 – Transitional Bilingual Education certificates.

Ms. Nambo brings years of diverse experiences in education and youth work. Most recently, Ms. Nambo served as an instructional coach for Area 21 of the Chicago Public Schools. The observation and teacher development that she carried out in this position will be a tremendous help in providing support and growth opportunities for all of the IJLA teachers.

In regards to her work directly in schools, Ms. Nambo has served as the Assistant Principal at Greater Lawndale High School for Social Justice. Her leadership here familiarized her with the operations of a high school, specifically with the intricacies of a school with a social justice focus. Ms. Nambo has also served as a professional developer at Big Picture High School and Latino Youth Alternative High School. She has also taught at the Young Women's Leadership Charter School at Chicago as a 6th grade science teacher and at James Hedges Elementary School as a 6th grade bilingual language arts and science teacher and 3rd grade bilingual teacher. Through these various school-based roles, Ms. Nambo has also been able to further develop her skills in strategic planning, curriculum development and asset-based supervision.

Ms. Nambo has also worked on a national level. She served as a coach in the National Council of La Raza (NCLR) Early College High School Network. She is also a National School Reform faculty that trains in the Critical Friends professional learning community model and helped facilitate and co-design the NCLR National Literacy Conference in Washington DC. She also worked as part of the Small Schools Workshop at the University of Illinois at Chicago, where she consulted districts and schools in California, Wisconsin, New York, Michigan and Florida on implementing small learning communities.

Ms. Nambo also has experience in developing new initiatives. She was the project director for the Little Village Lawndale High School Planning Initiative, which led to the opening of four small high schools in Little Village. She also designed the Partnership for College Access and Success program at Enlace Chicago and founded and served as the inaugural director for *Escritoras de la 27*, a girl's youth group located in the Back of the Yards community.

Under the proposed model, Ms. Nambo will also serve as Principal for all of the IJLA schools. We are certain that Ms. Nambo's training and experiences have more than prepared her for her role as the RLLA principal. We also have no doubt that she will be able to continue to refine the RLLA model over the next few years in order to replicate and adapt the model to the new schools granted through the IJLA charter.

See Attachment 11 for Principal Resume and Job Description.

16. Staffing Plans

a. **Staffing Model:** Describe the school's staffing needs from start-up through year five. Identify the adult-to-student ratio in the proposed school, and include the number of students, teachers, and aides per classroom. Provide the number and type of all academic and non-academic positions in the proposed school.

IJLA staff will play a crucial role in helping the school's students succeed. The school's established staff at RLLA will remain in-tact, though some will be shifted to new a role to suit the changes in the school model. This 26-member staff model will be replicated at each of the schools.

Prior to the opening of the second and third campus of IJLA, the RLLA leadership staff, including the School's Principal and Assistant Principal, will begin publically posting job descriptions and interviewing candidates for IJLA's second campus (opening in Fall 2012) in the beginning January of 2012, while teachers hired for the third campus (opening in Fall 2015) will be interviewed in the Spring of 2015. The school's Principal will aim to complete all hiring by June 1 each year. Job postings will be made on standard public job web sites, including Monster.com and Idealist.com, as well as on CPS's teacher position postings and on the website for the Illinois Network of Charter Schools (incschools.org). School representatives will also attend job fairs in the early months of 2012 and 2015 to accelerate the hiring process by meeting candidates as we obtain their resumes.

The IJLA staff model makes for an adult-to-student ratio of 1-to-7, with one teacher per classroom. Our leaders are comfortable with this figure, as it lends to exposure to positive adult influences for the school's students presented in many forms, including interaction with teachers, counselors, and administrators, and is a stark break from the 1-to-28 ratios many of these students have become accustomed to in larger Chicago Public Schools.

The staff consists of:

- 12 teachers (including four who are the heads of the Science, Math, English, and Social Studies Departments, 1 part-time Art Teacher, 7 Instructors assigned to various departments)
- A 4-person Counseling department, headed by the Dead of Students
- A 10-person Office team, including the Principal, Assistant Principal, Business Manager, Administrative Assistant, Registrar, Recruiter, Security/Community Safety Liaison, Reception, and 2 custodians.

b. **Leadership Team beyond the Principal:** Identify any leadership positions beyond the Principal, such as Assistant Principals, master teachers, business managers or curriculum coordinators. If known, please identify the individuals who will fill these roles and discuss why they are well qualified to support the school's unique mission and vision. If still seeking to fill these positions, provide plans for recruiting candidates and a timeline and criteria for hiring. Attach job descriptions for leadership positions beyond the Principal in the appendix. If applicable, attach résumés of any individuals identified for these leadership positions in the appendix. Label each résumé with the appropriate position title.

The support to team for the Principal will be crucial in IJLA's ultimate success. The Principal's office will consist of a Business Manager, Registrar, and Recruiter. The Business Manager will oversee substantially all financial and contract issues related to providing services to the school, including managing relationships and contracts food service vendors (within CPS), transportation providers, and suppliers. This position is currently open at RLLA, but the Principal will look to fill the role by January 2012. The Registrar will support students and their families in registering with the schools. At RLLA, this position is currently held by Karina Gomez, who has held that role at RLLA since 2004. Karina's experience and bilingual skills have been honed working in this community and in a Power School. She is a key asset in introducing students and their families to the school's processes and explaining the unique differences in the matriculation structure relative to standard CPS schools. Similarly, the Recruiter at RLLA, Alex

Lopez, will work to bridge students back into the education system, alleviating any concerns students might have, extolling the importance of completing their education, and explaining the possible post-graduation avenues they can pursue through programs at RLLA. Alex has been working in this community since 2004 with Instituto and has been working in recruitment and registration since 2008.

In addition, a new Case Manager position is being added to the structure to oversee policies and interaction with Special Education Students. The Case Manager will report directly to the Assistant Principal at this and the IJLA campuses. The Case Manager will oversee two Special Education Teachers. These teachers and the Case Manager will be hired by January 2012 at RLLA.

Further, the Dean of Student Affairs will work with establish broad policies of student interaction, growth and development. The Dean at RLLA is currently Kasia Sanchez. Kasia develops effective systems and processes surrounding attendance, behavior, and other essential elements that structure the attitude and approach students take toward learning. The dean oversees three counselors that work more directly with students on specific elements of career and academic issues, intervention, and prevention. This position reports directly to the Assistant Principal and will be duplicated at every IJLA campus.

Each of the IJLA campuses will be headed by an Assistant Principal who will report directly to the Principal. The Assistant Principal will work closely with the Principal in developing both the day-to-day operations structure and long-term strategies for staff and student development. The Assistant Principal will provide more input on everyday implementation of action toward accomplishing daily and long-term goals. Currently, the Assistant Principal position is open at RLLA, but the Principal and other school leaders will begin conducting the search and interview process in the Fall of 2011, with the goal of selecting by early January 2012 a qualified candidate with extensive leadership experience. Similarly, the Assistant Principal at for the second campus of IJLA will be in place by Spring 2012. The Assistant Principal of each campus will be enter the school through a Model of Leadership Development. In this system, each Assistant Principal will begin their first year at the school at RLLA and work more closely with the Principal before moving into their own campus. Thus, the Assistant Principal hired in January 2012 to work at RLLA will cycle into the second IJLA campus (opening Fall 2012). Subsequently, the Assistant Principal hired in Fall 2012 at RLLA will cycle into the third IJLA campus in Fall 2015.

See Attachment 12 for School Leaders.

c. **Recruitment of Teaching Staff:** Describe your Design Team's strategy and timeline for recruiting, hiring and developing the proposed school's teaching staff. Include the selection criteria, planned mix of experienced and new teachers, and any unique considerations needed to support your school design. Identify any teachers who have already been recruited and committed to teaching at the proposed school. Ensure that the teacher hiring timeline aligns with the curriculum development and professional development timelines. Attach job descriptions for teaching staff in the appendix. Attach résumés for any teachers that have been identified in the appendix. Label each résumé as "teacher."

Teaching staff at the RLLA campus of IJLA is substantially in place and has had an average of 90% retention. In mid-August, the staff participated in a 3-day professional and curriculum development retreat, during which extensive work was accomplished in adjusting the curriculum based on changing student needs and long-range planning for developing the IJLA campus structure. This is an annual retreat that teachers will attend before the school year commences in September. These development sessions are one way that school leaders have minimized turnover. The teachers who apply to work with our student population are selected, in part, on their apparent investment in committing to work with our students for several years. Other tools used in teacher development will be multiple mini-retreats

throughout the year and monthly curriculum design teachers. Both of these development tools will operate collaboratively for teachers across all campuses, creating a broader sharing of ideas.

Recruiting for teachers at IJLA Campus 2 will begin in January 2012 and in January 2015 for Campus 3. Hiring for all teacher positions is planned for completion by June of each year, to allow for completing of introductions to the curriculum and participation in the mid-August three-day collective retreat for all IJLA teachers.

The current teaching staff at IJLA's RLLA campus is as follows:

- Peter Jang, Head of Science Department
- Matt Carlson, Science Teacher
- Rick Diaz, Head of Math Department
- Woody Lajeune, Math Teacher
- Kelly Barrett, Math Teacher
- Miguel Guevara, Head of Social Studies Department
- Jackie Rodriguez, Social Studies Teacher
- Joy Evans, Head of English Department
- Lisa Nickle, English Teacher
- Monica Ybarra, English Teacher
- Lolua Al-Osaimi, Fine Arts Teacher

See Attachment 13 for Teacher Resumes and Job Descriptions

17. Education Management Organizations (EMOs)

Not applicable

18. Operations

a. **School Operations Experience:** Describe your Design Team's experience supporting all non-academic aspects of school management (e.g. payroll, security, transportation). If proposing to use outside entities for these services, identify these entities, and provide relevant qualifications to support the indicated services.

IJLA will execute a services agreement with Instituto in the areas of leadership and management, development and communications, accounting and auditing, human resources and technology.

Instituto del Progreso Latino was established in April of 1977 and for 34 years, our mission has gone nearly unchanged. During its first 22 years, Instituto grew steadily into an effective multi-dimensional educational and workforce development organization operating with a less than a $1 million annual budget from a single location. Since 2000, Instituto has grown to a nationally recognized, statewide leader in education, workforce development and immigrant integration operating from multiple locations with an annual operating budget of $8.5 million.

This growth was spurred by a focus on creating partnerships, enhancing core competencies, leading innovation, providing quality services, and participating in targeted advocacy. During this time, Instituto has established national best-practice educational and workforce models such as *Carreras en Salud*: A Bilingual Healthcare Initiative, the Center for Working Families, and the *Escalera* College Bridge Program.

Our success has positioned Instituto well to overcome the challenges posed by the current financial crisis. In fact, our private giving is at an all time high having sustained continued support from large corporate donors such as JPMorgan Chase Foundation and PepsiCo Foundation, gained new multi-year grants from reputable national organizations such as the Aspen Institute and the Ford Foundation, and expanded our base of local funders, including the Chicago Community Trust and the Eleanor Foundation. Instituto, as a brand, is known for producing quality – quality relationships and partnerships that result in high-quality products. As a result, we have reached out to our current private investors only to hear of their continued interest in sustaining their investment in us. Instituto will build on this leadership and position to advance the visibility and financial support for IJLA.

Our experience in charter school start-up has lead to the acquisition of a $12 million capital grant from the State of Illinois, and an additional $12 million in leveraged financing and New Market Tax Credits to build a 100,000 square foot facility that will house the Instituto Health Sciences Career Academy in Pilsen. Our work with IHSCA has additionally lead to securing major grants from Partners for Developing Future ($575,000), Baxter International through the Renaissance Schools Fund ($500,000), Illinois State Board of Education federal start-up funds ($375,000) and the Walton Family Foundation ($250,000).

Further, as Instituto made preparations to manage operations for IHSCA, the organization made strategic investments. We've adopted the business and accounting program with an emphasis in not-for-profit organizations. The Great Plaines program offers the ease of appropriately producing and storing the business and accounting records needed by Instituto and IHSCA, and in the future IJLA. Instituto also recently acquired a new payroll system Paycom to facilitate employee payroll. Leading Chicago based firm, *Mesirow Financial*, brokers liability insurance coverage, as well as health, dental and life benefits procurement. Finally, an annual audit is conducted by an outside firm, presently Baker Tilly.

Instituto has an excellent track record in managing a wide array of funds. As a recipient of a fairly large pool of federal funds we have performed well on challenging Workforce Investment Act audits from the Illinois Department of Commerce and Economic Opportunity and City of Chicago. Achieving this success is no small feat for an organization with five distinct departments and over 70 cost centers.

Instituto has similarly managed its human resources effectively. Instituto employs 80 full-time and 44 part-time staff with annual staff retention across the organization over 90%. At the management level retention is over 95%. Instituto is also in the process of hiring a Human Resources Director to build off this success, ensuring an even more professionalized service for both Instituto and IHSCA currently, and IJLA in the future.

Finally, Instituto will operate the after school and family support programs mostly during non school hours. These programs will bring added value opportunities for IJLA students and families at no additional cost to the IJLA.

b. **Operational Goals and Metrics:** Identify operational goals and metrics for the proposed school(s). Create and include a table that details the school's operational goals and metrics for each of its first five years of operation (e.g. teacher retention, financial solvency, funding partnerships, etc.). Discuss how these metrics will be used to monitor progress and impact corrective actions.

c. **Operations Start-Up Plan:** Provide a timeline and schedule for the operations-related activities your team will undertake in the planning year(s) to ensure a successful school opening.

Please see Attachment 14 for IJLA Milestones on Goals, Metrics, and Start-Up

d. **Operations Plan after School Operating:** Describe how non-academic services will be managed at the proposed school after it opens. Complete the table below outlining what individual or organization will perform specific operational functions, and indicate who at the school will be responsible for managing or overseeing each of these operational areas, as well as his or her role at the school. Include implementation plans and the relative cost structure.

Service	Planned Provider or Provider Type	School Staff Member Responsible	Timeline for Securing Service	Estimated Costs
Accounting & Bookkeeping	Instituto del Progreso Latino	COO, Phillip Hall Director of Finance, Eric Salstrand	Secured	$64,500
Auditing	BakerTilly (Instituto)	COO, Phillip Hall Director of Finance, Eric Salstrand	Secured	$16,000
Custodial/Maintenance	IJLA			$50,000
Food Service	IJLA			N/A
Healthcare	Blue Cross Blue Shield of Illinois (Instituto)	COO, Phillip Hall Human Resources Manager, Gabriela Servin	Secured	TBD Based on Salaries
Insurance	Mesirow Financial (Instituto)	COO, Phillip Hall	Secured	$4,250
Payroll	Paycom (Instituto)	Human Resources Manager, Gabriela Servin	Secured	$2,000
Security	IJLA		Secured	$35,000
Transportation	N/A	N/A	N/A	N/A
Other:				

e. **Transportation:** Discuss how the school will meet the transportation needs of its students, including low-income and at-risk students.

As a Multi-Site Alternative School Charter, IJLA will evaluate transportation options when considering all site locations. Currently, the location of the Rudy Lozano Leadership Academy location at 2570 S. Blue Island will house the first school within the charter. The RLLA location is easily accessible by all means of public transportation.

Finances

19. Financial Forms and Narrative

a. **Financial Forms:** Complete the budget workbook (see Appendix C). Instructions are provided on the first tab of the budget workbook. Please note that all assumptions should be clearly detailed in the budget workbook. If the space on the Excel worksheet is insufficient for any given budget line, please include an explanation in the budget narrative. Financial forms that do not include assumptions will be considered incomplete.

See Appendix C for Financial Forms.

b. **Budget Narrative:** Include a budget narrative that provides a high-level summary of the budget and describes how the budget reflects the mission, vision, education plan, and overall strategic development of the proposed school. In addition, provide supplemental assumptions and/or explanations for budget line items as necessary (if the assumptions are clearly detailed in the budget workbook, there is no need to repeat them here).

School level budgets for the two schools proposed in FY 12 and FY13 are provided. A network budget for 6 years is also provided with the assumption of one additional school in FY15. Revenue surpluses in early years reflect a strategy to approach private donors and foundations to capitalize the network with funds that can assist with cash flow, and build an operating reserve for the future. This is critical given the uncertainties in funding for public education.

Personnel Expenses:

- Personnel makes up 58% of total costs in the first year as large investments in furniture and equipment are made and increase to 70% by year 6.
- Base salaries for all employees are set at today's rate with 3% increases in salaries for all employees.
- Health, dental, life, disability and unemployment insurance are all assumed at current rates with a 4% inflation adjustment for health insurance and 1% for all other insurance.

Facility Expenses:

- Lease for 2570 S. Blue Island Avenue reflects the actual projected rental rate of $10 per sq/f.
- Lease for 7020 S. Fairfield assumes a $4 per square foot lease can be negotiated with the Archdiocese of Chicago in exchange for IJLA making major improvement to the facility.
- Loan to make improvements to facility is projected to cover the full costs of renovating 7020 to compliance and amortized over the 5 year charter term at 6%.
- Total rental cost including both lease and loan for 7020 is $14 per square foot.
- Final location is estimated at 10 per square foot for 15,000 square feet.
- Utility costs are based on current costs and trends for 2570 S. Blue Island.

Furniture Cost

- Furniture cost is based on recent experience in purchasing furniture for the Instituto Health Sciences Career Academy.
- Classroom furniture is $15,000 per classroom for 8 classrooms per school. This cost assumes a mix of average classrooms, computer labs and at least one science lab per school.
- Office furniture is at $3,000 per staff for enclosed offices.

Audit, payroll, and legal expenses are all budgeted based on actual costs incurred by IHSCA in its first year of operation with 180 students, a great approximation for IJLA.

The remaining cost is taken from actual trends of Rudy Lozano Leadership Academy spending with the exception of field study. Field study incorporates summer internships.

c. **Fundraising Plan:** Applicants who include revenue through grants and/or fundraising must attach a detailed fundraising plan in the appendix.

See Attachment 15 for Fundraising Plan.

20. Internal Financial Controls

Describe plans to ensure fiscal soundness and legal compliance for the proposed school(s). Specifically, address the financial monitoring process that will be used. Specify what financial reports will be generated and with what frequency, and identify the party responsible for generating these reports and his/her qualifications. Teams may submit the fiscal policies handbooks for the organization, which will later be required for accountability purposes.

Fiscal Soundness: IJLA will contract with Instituto to manage its financial matters. Instituto will prepare an annual budget for review of the IJLA Finance and Budget Committee and ultimate approval by the IJLA Board of Directors.

Instituto will provide regular and timely reports, at least quarterly and more often if special attention is required, that include the following: Budget status reports (current month; YTD; variance); Cash flow reports and projections; Cash receipts and disbursements; Income and expense reports; and Balance sheet.

The financial documents will be reviewed in the following manner: 1) The IJLA Principal and Instituto President and CEO will review with the COO and Director of Finance to determine accuracy and decide if adjustments need to be made, 2) The Principal and CEO will present the documents to the IJLA Budget and Finance Committee for further review and input, to ensure that IJLA is on target and prompt corrective action is taken where there are variances from planned results, and 3) The IJLA Budget and Finance Committee will present the documents to the IJLA Board of Directors for review and the IJLA Board will advise whether it feels that the financial status is satisfactory. If not, the Board will direct appropriate steps.

Legal Compliance: Instituto has a long record of compliance with all legal and accrediting requirements. Instituto follows closely its OMB Circular A-133 (compliance supplements) and OMB Circular A-122 (Costs Principles for Non-Profit Organizations). Our COO is well informed and familiar with the legal requirements mandated by CPS, and has been in compliance of them as shown in our fiscal management the Rudy Lozano Leadership Academy and Instituto Health Sciences Career Academy. Instituto is also in compliance with the requirements of laws, regulations, contracts and grants applicable to federal, state and city programs and the management has the experience and assistance of professional firms to carry out this responsibility.

Financial Systems and Reports: Instituto enters accounting data into the GreatPlaines accounting system, a very reliable system for day-to-day fiscal operations, and produces reports that satisfy funding and governmental demands. Instituto is frequently and successfully monitored and audited for compliance by a wide array of government sources including complex Workforce Investment Act audits. All documentation is kept in a well-organized manner to maintain accountability to funders and to external and internal auditors for their review. At the conclusion of audits, records are placed in a secure filing cabinet.

The below mentioned schedules outline the reports prepared and their timeframes.

Weekly	Sent To	Responsible Party
Balance on bank accounts	Director of Finance and COO	AP Clerk
Checks issued	Director of Finance and COO	AP Clerk
Monthly	**Sent To**	**Responsible Party**
Statement of Income and Expense	President and Principal	Chief Operating Officer

Balance Sheet	President and Principal	Chief Operating Officer
Budget Comparison Report	President and Principal	Chief Operating Officer
Bank Reconciliation	Director of Finance and COO	Head Accountant
Vouchers	Funding sources	Chief Operating Officer
Quarterly	Sent To	Responsible Party
Statement of Income and Expense	Board of Directors	President
Balance Sheet	Board of Directors	President
Budget Comparison Report	Board of Directors	President
Annual	Sent To	Responsible Party
Fiscal Audit Statement	Board of Directors	President

These reports are generated by the Director of Finance who holds a CPA. The Director of Finance verifies that the reports have been created using GAAP acceptable practices and that any outstanding items are documented.

Fiscal Review and Monetary Process: Instituto's internal monetary control requires the allocation of funds by cost center, each cost center represents a grant or series or related grants. IJLA funds will be deposited in an IJLA bank account within 24 hours after receiving the funds, government funds will be deposited directly into IJLA accounts. Checks and withdraws must be signed and authorized by at least two of four authorized signers. The authorized signers are the President and CEO, and the Principal, and would include at least two of the following persons: the COO, the Board Chair and the Board Treasurer. Bank Reconciliations are prepared on a monthly basis by the Lead Accountant and reviewed by the Chief Operating Officer and Director of Finance prior to submitting to the President and CEO and IJLA Board.

Facilities

21. Space Requirements

Specify your school's requirements (number of classrooms, administrative offices, program-specific space, etc.), describe how the proposed school's site will accommodate the school through the five-year term of its Agreement. If the identified site will not accommodate the school through the five-year term, please describe any contingency plans.

The Rudy Lozano Leadership Academy is currently operating out of a shared 12,000 square foot building located at 2570 South Blue Island Avenue that is owned by Instituto. The building layout is currently as such:

- 7 Classrooms – These classrooms serve as instructional space for students to receive instruction in English, Social Studies, Math and Fine Arts. Class sizes are capped at 20 students, so the

classrooms are equipped with ten tables that seat two students each, but allow for easy move for creating spaces for small group work or whole class round table conversations.

- 1 Science Classroom – This classroom is dedicated solely to Science courses and has fire and chemical proof tables in order to allow for students to safely conduct science experiments.
- 1 Computer Lab – The computer lab is equipped with 18 work stations which allow students to write papers, conduct online research and create multimedia presentations. The computer lab is not designated for any particular class during the day, but rather is free for any subject area teachers to use for their classes with prior reservations.
- 1 Special Education Resource Room – This room is dedicated for one on one or small group instruction by the special education instructors.
- 1 Conference Room – This is a small room used for individual meetings. Teachers or counselors can hold meetings with students and/or parents without fear of divulging any confidential information to passersby.
- 2 Teacher's Offices – One office is occupied by the Math and Science teachers. The second houses the English and Social Science teachers. This pairing allows for teachers to coordinate individual lessons as well as to align curriculum over the course of the year.
- 1 Prevention and Intervention Office – The primary function of this space is to meet the social and emotional needs of the students and ensure that the school is a safe space for everyone. This office houses the Dean of Students, two Prevention and Intervention Counselors and Security/Community Safety Lead.
- 1 Career and Academic Advising Office – The mission of this office will be to provide RLLA students and their parents the tools they need to create financial stability and future planning. This office houses the Career and Academic Counselor, as well as the 3 additional staff who will provide services to the RLLA students and families through the partnership with Instituto's Center for Working Families – a Career Coach, a Public Benefits Coach, and a Financial Counselor.
- 1 Principal Office – The Principal has a private office in order to ensure that the Principal can conduct necessary meetings with students, parents and/or staff without disclosing any sensitive information to others.
- 1 Cafeteria/Multipurpose Room – This room functions as a hub for many social and relationship developing activities. It is used primarily to serve students breakfast and lunch. However, it is also used for school wide meetings and special events. Student lockers are also located in this room.
- 1 Lobby – This is the principal point of entry for all students, staff and visitors. The Administrative Assistant, Registrar and Compliance Officer work in this space to carry out the majority of the administrative functions of the school, as well.

The second campus located at 7020 South Fairfield is the 17,000 square foot former St. Adrian Catholic School. IJLA will lease space from the Archdiocese of Chicago beginning August 2013. St. Adrian Parish has begun making improvements to make the building more usable for its own functions and more attractive to interested parties.

22. School Site

Provide the following information for each proposed school site:

a. The address and a general description of the property/properties, including current owner(s) and previous use(s).

IJLA will lease facilities for its campuses opening in fall 2012 and fall 2013.

The first campus located at 2570 S. Blue Island Avenue is the 15,000 square foot, long standing home of Instituto del Progreso Latino bought in 1990. A former truck stop hotel, restaurant and barber shop, Instituto has transformed the facility over the past 20 years into the home of the Rudy Lozano Leadership Academy. IJLA will lease space from Instituto beginning September 2012. Instituto has begun improvements to the building this year investing in a new roof, new fire alarm system, security system, computer lab, and ADA bathroom. Architects reports indicate a number of items totaling $240,240 that must still be addressed including an elevator, additional bathrooms, and stairwell improvements. Instituto plans to address all items before school opening in September 2012 with the majority of repairs to take place in June and July 2012.

The second campus located at 7020 South Fairfield is the 17,000 square foot former St. Adrian Catholic School. IJLA will lease space from the Archdiocese of Chicago beginning August 2013. St. Adrian Parish has begun making improvements to make the building more usable for its own functions and more attractive to interested parties. Architects reports indicate a total renovation cost of $726,880. IJLA will obtain a 5 year loan to conduct such repairs. In exchange Instituto and IJLA expect the Archdiocese of Chicago to rent the facility at well below market rate until the debt is eliminated. Instituto will work with community partners, St. Adrian Church and IJLA to secure this reduce rental rate agreement.

Instituto, IJLA and its community partners will also research a facility in the Little Village community to open a school in the fall 2015.

b. An Inspecting Architect's Report for each proposed site completed by a CPS-approved architect (see Appendix F).

See Appendix F.

c. An ADA Compliance Report for each proposed site completed by a CPS-approved architect (See Appendix G).

See Appendix G.

d. If the property is not currently ADA compliant, a plan for brining the building into compliance.

See above plan in Section A.

e. Evidence that each proposed site is or will be secured (Letter of Intent or Memorandum of Understanding) and a description of your team's plan to meet lease or purchase requirements.

Instituto will house the first IJLA campus at the current site of the Rudy Lozano Leadership Academy. The building is already established for school usage. The final step in confirming this arrangement will be the creation of a formal lease between the IJLA network and Instituto.

The second IJLA campus will be designed to serve the Gage Park/Chicago Lawn population. The building (a former Catholic elementary school) will be rented through the Archdiocese of Chicago. Instituto has experience in leasing space from the Archdiocese, as we have been renting another former elementary school – St. Michael's (2315 W. 24th Place) – for several years for youth and adult programming. We have already had very positive conversations with Father Mescall and will continue to move forward with the planning in order to be ready to open doors for the 2013-14 school year.

We have begun researching a number of locations for the third IJLA campus. However, a final selection has not yet been made. We will continue to seek out the most ideal location for the school.

See Attachment 16 for Letters of Intent.

f. A plan detailing how rehabilitation work will address issues raised by the architect, meet applicable building codes, and support the proposed school's educational program, including:

i. The scope of work completed;

Scope of work for both projects is detailed in the Inspecting Architect's Report, Appendix F.

ii. A description of persons/managing parties responsible for project management and related qualifications;

Instituto is confident it can complete all items in time for both school opening. This year, Instituto will take possession on a new 100,000 square foot facility that will house the Instituto Health and Sciences Career Academy. Instituto obtained a $12 million capital grant for school construction and leveraged that investment into 22 million dollars through New Market Tax Credits from CHASE Bank. For this project, the Resurrection Project, a community based organization of Catholic churches, was our facility developer. TRP is an experienced developer that has built more than 14 facilities across Chicago's Southwest Side, including two childcare facilities and two large senior housing facilities. Instituto and IJLA will look to experience partners like TRP to help guide it in facility development and management. The Instituto President and CEO will oversee the development services of TRP to ensure timely completion.

iii. A project timeline for any necessary renovations; and

Instituto is confident it can complete all items in time for both school opening. The 2570 S. Blue Island is under site control by Instituto and has a team of architects and engineers already selected as part of previous improvements. The 7020 South Fairfield location is an empty facility that can be renovated in less than 1 year. With two years before planned opening, the timeline is to gain site control for renovation in June 2012 and schedule renovations to be completed by June 2013.

iv. A completed Sources and Uses Funds Report for Facility Development and the planned funding mechanism to cover projected costs (see Appendix H)

Not Applicable.

g. The address and general description of a secondary or back-up facility/facilities, including current owner(s) and previous uses(s).

The contingency plan is already built into the Instituto facilities strategy. Instituto will be looking for facilities that are ready to go for fall 2013 should the St. Adrian Campus not materialize. Instituto will work closely with the Archdiocese of Chicago to identify other properties that may become available on the southwest side of Chicago. We also will work with our development partner, The Resurrection Project, to identify locations that can be built out at a minimal cost. TRP assisted Instituto in securing the current location for the Instituto Health Sciences Career Academy, a 100,000 square foot facility purchased, financed and renovated in less than 1 year.

23. ADA Accountability

The ADA and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of disability and requires accessibility in all aspects of school operations, including employment, buildings, programs and activities, communications, and information technology. Complete the table below outlining which staff member will be responsible for the following:

ADA Compliance Activity	Staff Member Responsible
Addressing accommodations in hiring and employment	Principal
Ensuring relocation of activities from any inaccessible room or space indentified on the ADA report	Principal

Obtaining accommodations for parents or visitors to school events who have hearing or visual impairments	Dean of Students
Ensuring that the proposed school website and all information technology in the proposed school, including hardware, software, and web-based application are accessible to persons with disabilities	IT Manager

Summary Reflection

24. Reflection

Describe the greatest risks confronting your proposed new school, and discuss the team's capacity and plan to address these issues.

The greatest anticipated risks to achieving the IJLA's desired outcomes over the next five years include finance, leadership, and community.

The main financial risk related directly to raising the required resources necessary to achieve IJLA's academic and supportive service. Experience shows that while our brand remains strong, mitigating the current economic climate will require continued strategic interventions in fundraising. Our community calls for growth, and the students impacted by an increasingly strained public system need an alternative solution to achieve their educational aspirations. Instituto thus plans to maintain its relationship based approach to fundraising to drive greater impact in this area and offset this the risks associated.

Leadership remains at the heart of our success. Identifying individuals that can lead, facilitate, and push the process forward are critical to successful growth and school start up over the 5 years timeframe. Instituto will focus on continuing to solidify the pipeline that comes from forming and strengthening partnerships that produce and prepare highly qualified, committed, and innovative leaders in the non-profit and education field.

A final point will relate to allowing stakeholders to increase their skin in the game as IJLA expands into new communities. The success of this model will be driven by our ability to maintain effective community partnerships, mitigate the politics associated with charter school start ups in the City of Chicago and across varying Latino communities, and fully realize the vision of a community schools approach. Including and engaging community stakeholders in order to understand and better adapt IJLA services to meet community needs will allow for effective management of this risk.

25. Optional Additional Information

Not Applicable

APPENDIX C

School 1

2010 RFP Financial Forms

Revenue Worksheet

School Name Instituto Justice and Leadership Ac

Funding Rate - Public Funds (calculated on a per eligible pupil basis)

	FY12 Incubation	FY13	FY14	FY15	FY16	FY17	Inflation Assumption
Per Capita Revenues Elementary School		5,873	5,873	5,873	5,873	5,873	
Per Capita Revenues High School		7,341	7,488	7,638	7,790	7,946	2%
CPS Facility Supplement		425	425	425	425	425	
Small Schools Supplement		300	300	300	300	300	
Special Education Funding - SPED Teachers and Clinicians		65,000	65,000	65,000	65,000	65,000	
Special Education Funding - SPED Aides		32,500	32,500	32,500	32,500	32,500	
ELL Funds (Schools do not receive ELL funds in the first year)		-	754	754	754	754	
SGSA Funds		740	740	740	740	740	
NCLB Title I Funds		430	659	659	659	659	
CPS Start-up & Grade Expansion Funds Elementary School		700	700	700	700	700	
CPS Start-up & Grade Expansion Funds High Schools		900	900	900	900	900	

Other Revenue (total per year)

	FY12 Incubation	FY13	FY14	FY15	FY16	FY17	Assumption
CPS Incubation Funds for Start-up	170,000	-	-	-	-	-	
Federal Charter Schools	135,000	200,000	200,000				
Illinois Community College Board - Alternative Schools Network		130,000	130,000	130,000	130,000	130,000	
Other Public Funds 3							
Other Public Funds 4							
Other Public Funds 5							
Other Public Funds - Food Service **(only if applicable)**							
Student Fees		33,000	33,000	33,000	33,000	33,000	
Fundraising Revenue		75,000	25,000	25,000	25,000	25,000	
Non-facility Loan Proceeds							
Foundation		250,000	125,000	125,000	125,000	125,000	
Other				-	-	-	
Other			-	-	-	-	
Other							
Other							

In the budget narrative, please provide detailed assumptions as well as a fundraising plan for all revenue in this section.

Total Revenue Per Year

	FY12 Incubation	FY13	FY14	FY15	FY16	FY17
Per Capita Revenues Elementary School	-	-	-	-	-	-
Per Capita Revenues High School	-	1,211,265	1,235,490	1,260,200	1,285,404	1,311,112
CPS Facility Supplement	-	70,125	70,125	70,125	70,125	70,125
Small Schools Supplement	-	49,500	49,500	49,500	49,500	49,500
Special Education Funding - SPED Teachers and Clinicians	-	195,000	195,000	195,000	195,000	195,000
Special Education Funding - SPED Aides	-	-	-	-	-	-
ELL Funds (Schools do not receive ELL funds in the first year)	-	-	24,882	24,882	24,882	24,882
SGSA Funds	-	114,700	114,700	114,700	114,700	114,700
NCLB Title I Funds	-	28,380	61,295	61,295	61,295	61,295
CPS Start-up & Grade Expansion Funds Elementary School		-	-	-	-	-
CPS Start-up & Grade Expansion Funds High Schools		273,500	-	-	-	-
CPS Incubation Funds for Start-up	170,000	-	-	-	-	-
Federal Charter Schools	135,000	200,000	200,000	-	-	-
Illinois Community College Board - Alternative Schools Network	-	130,000	130,000	130,000	130,000	130,000
Other Public Funds 3	-	-	-	-	-	-
Other Public Funds 4	-	-	-	-	-	-
Other Public Funds 5	-	-	-	-	-	-
Other Public Funds - Food Service (only if applicable)	-	-	-	-	-	-
Student Fees	-	33,000	33,000	33,000	33,000	33,000
Fundraising Revenue	-	75,000	25,000	25,000	25,000	25,000
Non-facility Loan Proceeds	-	-	-	-	-	-
Foundation	-	250,000	125,000	125,000	125,000	125,000
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Revenue	305,000	2,630,470	2,263,993	2,088,703	2,113,907	2,139,615

CHICAGO PUBLIC SCHOOLS CPS

2010 RFP Financial Forms

Wages Worksheet

School Name Instituto Justice and Leadership Academies Rudy Lozano Campus

Number of Employees Each Year for Each Job Title

Job Title		FY12 Incubation	FY13	FY14	FY15	FY16	FY17
Principal		0.50	1.00	0.50	0.50	0.50	0.50
Assistant Principal		0.50	1.00	1.00	1.00	1.00	1.00
Dean			1.00	1.00	1.00	1.00	1.00
First School Teachers (RLLA)			12.00	12.00	12.00	12.00	12.00
Second School Teachers			-	-	-	-	-
Third School Teachers			-	-	-	-	-
Teacher Aides (non-SPED)							
SPED Teachers			2.00	2.00	2.00	2.00	2.00
Case Manager (SPED)			1.00	1.00	1.00	1.00	1.00
First School Counselors (RLLA)			3.00	3.00	3.00	3.00	3.00
Second School Counselor				-	-	-	-
Third School Counselors						-	-
Business Manager/Compliance Officer		0.50	1.00	0.50	0.50	0.50	0.50
Registrar		0.50	1.00	1.00	1.00	1.00	1.00
Technology Education Teaching Specialist		0.50	1.00	0.50	0.50	0.50	0.50
Receptionist			1.00	1.00	1.00	1.00	1.00
Custodian			2.00	2.00	2.00	2.00	2.00
Security			1.00	1.00	1.00	1.00	1.00
Recruiter		0.50	1.00	0.50	0.50	0.50	0.50
Other 2							
Other 3							
Other 4							
Other 5							
Other 6							
Other 7							
Other 8							
Other 9							
Other 10							
Bonus (if you plan to give bonuses select yes)							
Stipend (if you plan to give stipends to supplement annual salary select yes - this should be for staff only)							

CHICAGO PUBLIC SCHOOLS | CPS

2010 RFP Financial Forms

Wages Worksheet

School Name Instituto Justice and Leadership Academies Rudy Lozano Campus

Average Annual Salary for Each Job Title for Each Year

		FY12 Incubation	FY13	FY14	FY15	FY16	FY17
Yearly increase in Salaries (percent)			3.00%	3.00%	3.00%	3.00%	0.00%
Job Title	Base Wage						
Principal	80,000	80,000	82,400	84,872	87,418	90,041	90,041
Assistant Principal	65,000	65,000	66,950	68,959	71,027	73,158	73,158
Dean	45,000	45,000	46,350	47,741	49,173	50,648	50,648
First School Teachers (RLLA)	44,000	44,000	45,320	46,680	48,080	49,522	49,522
Second School Teachers	44,000	44,000	45,320	46,680	48,080	49,522	49,522
Third School Teachers	44,000	44,000	45,320	46,680	48,080	49,522	49,522
Teacher Aides (non-SPED)		-	-	-	-	-	-
SPED Teachers	48,000	48,000	49,440	50,923	52,451	54,024	54,024
Case Manager (SPED)	44,000	44,000	45,320	46,680	48,080	49,522	49,522
First School Counselors (RLLA)	36,000	36,000	37,080	38,192	39,338	40,518	40,518
Second School Counselor	36,000	36,000	37,080	38,192	39,338	40,518	40,518
Third School Counselors	36,000	36,000	37,080	38,192	39,338	40,518	40,518
Business Manager/Compliance Officer	32,000	32,000	32,000	32,000	32,000	32,000	32,000
Registrar	28,000	28,000	28,840	29,705	30,596	31,514	31,514
Technology Education Teaching Specialist	44,000	44,000	45,320	46,680	48,080	49,522	49,522
Receptionist	18,000	18,000	18,540	19,096	19,669	20,259	20,259
Custodian	22,000	22,000	22,660	23,340	24,040	24,761	24,761
Security	26,000	26,000	26,780	27,583	28,411	29,263	29,263
Recruiter	30,000	30,000	30,900	31,827	32,782	33,765	33,765
Other 2		-	-	-	-	-	-
Other 3		-	-	-	-	-	-
Other 4		-	-	-	-	-	-
Other 5		-	-	-	-	-	-
Other 6		-	-	-	-	-	-
Other 7		-	-	-	-	-	-
Other 8		-	-	-	-	-	-
Other 9		-	-	-	-	-	-
Other 10		-	-	-	-	-	-
Bonus (if applicable, describe assumption here and enter annual total in row 105)							
Stipend (if applicable, describe assumption here and enter annual total in row 106)							

School Name: Instituto Justice and Leadership Academies Rudy Lozano Campus

Job Title		Total Wages by Job Title by Year					
		FY12 Incubation	FY13	FY14	FY15	FY16	FY17
Principal		40,000	82,400	42,436	43,709	45,020	45,020
Assistant Principal		32,500	66,950	68,959	71,027	73,158	73,158
Dean		-	46,350	47,741	49,173	50,648	50,648
First School Teachers (RLLA)		-	543,840	560,155	576,960	594,269	594,269
Second School Teachers		-	-	-	-	-	-
Third School Teachers		-	-	-	-	-	-
Teacher Aides (non-SPED)		-	-	-	-	-	-
SPED Teachers		-	98,880	101,846	104,902	108,049	108,049
Case Manager (SPED)		-	45,320	46,680	48,080	49,522	49,522
First School Counselors (RLLA)		-	111,240	114,577	118,015	121,555	121,555
Second School Counselor		-	-	-	-	-	-
Third School Counselors		-	-	-	-	-	-
Business Manager/Compliance Officer		16,000	32,000	16,000	16,000	16,000	16,000
Registrar		14,000	28,840	29,705	30,596	31,514	31,514
Technology Education Teaching Specialist		22,000	45,320	23,340	24,040	24,761	24,761
Receptionist		-	18,540	19,096	19,669	20,259	20,259
Custodian		-	45,320	46,680	48,080	49,522	49,522
Security		-	26,780	27,583	28,411	29,263	29,263
Recruiter		15,000	30,900	15,914	16,391	16,883	16,883
Other 2		-	-	-	-	-	-
Other 3		-	-	-	-	-	-
Other 4		-	-	-	-	-	-
Other 5		-	-	-	-	-	-
Other 6		-	-	-	-	-	-
Other 7		-	-	-	-	-	-
Other 8		-	-	-	-	-	-
Other 9		-	-	-	-	-	-
Other 10		-	-	-	-	-	-
Bonus (Enter the total annual bonus here)		-	-	-	-	-	-
Stipend (Enter the total annual stipend here)							
Total Wages		**139,500**	**1,222,680**	**1,160,711**	**1,195,052**	**1,230,424**	**1,230,424**
Total Employees		**3**	**29**	**27**	**27**	**27**	**27**

Appendix C

School Name Instituto Justice and Leadership Academies Rudy Lozanc

Benefits and Payroll Tax Assumptions

Pension / Social Security	FY12 Incubation	FY13	FY14	FY15	FY16	FY17
% Salaries Subject to Chicago Teachers Pension Fund	100.00%	75.00%	75.00%	75.00%	75.00%	75.00%
% Salaries Subject to Social Security	0.00%	25.00%	25.00%	25.00%	25.00%	25.00%

Pension Pick-up Assumption Employer	7.00%
Pension Pick-up Assumption Employee	2.00%

Other Benefits	Basis	Amount	Assumption/Explanation
401k/403b Expense Assumption			
Health Insurance Assumption	% of Total Salaries	10%	9.5% Based on actual current average cost per employee for Blue Cross Blue Shield of Illinois HMO
Dental Insurance Assumption	% of Total Salaries	0%	0.34% Based on actual current average cost per employee for Humana HMO
Disability Insurance Assumption	% of Total Salaries	0%	0.32% Based on actual current average costs per employee for short and long term disability
Life Insurance Assumption	% of Total Salaries	0%	0.06% Based on current cost per employee for $25,000 life insurance policy
State Unemployment Insurance Assumption	% of Total Salaries	2%	1.64% Based on required payments to First Non Profit Unemployment Savings program
Other Benefits 1 (provide detailed Assumption/Explanation)	% of Total Salaries		
Other Benefits 2 (provide detailed Assumption/Explanation)	% of Total Salaries		
Other Benefits 2 (provide detailed Assumption/Explanation)			
Other Benefits 4 (provide detailed Assumption/Explanation)			
Other Benefits 5 (provide detailed Assumption/Explanation)			

Total Benefit and Payroll Tax Expense

	FY12 Incubation	FY13	FY14	FY15	FY16	FY17	Inflation Assumption
Social Security	-	18,951.54	17,991.02	18,523.31	19,071.57	19,071.57	
Medicare	2,022.75	17,728.86	16,830.31	17,328.26	17,841.15	17,841.15	
Pension Fund	9,765.00	64,190.70	60,937.33	62,740.25	64,597.26	64,597.26	
401k/403b	-	-	-	-	-	-	
Health Insurance	13,252.50	120,800.78	119,265.39	127,705.79	136,745.10	142,214.90	4%
Dental Insurance	474.30	4,198.68	4,025.74	4,186.30	4,353.31	4,396.84	1%
Disability Insurance	446.40	3,951.70	3,788.93	3,940.04	4,097.23	4,138.20	1%
Life Insurance	83.70	740.94	710.42	738.76	768.23	775.91	1%
State Unemployment Insurance	2,287.80	20,252.47	19,418.28	20,192.72	20,998.30	21,208.28	1%
Other Benefits 1							
Other Benefits 2							
Other Benefits 3							
Other Benefits 4							
Other Benefits 5							
Total Benefits and Payroll Taxes	**28,332.45**	**250,815.68**	**242,967.43**	**255,355.44**	**268,472.14**	**274,244.12**	
Benefits and Payroll Tax as a % of Total Wages	**20.31%**	**20.51%**	**20.93%**	**21.37%**	**21.82%**	**22.29%**	

Subject Matter	Assumption	Ongoing Expenses	Start-up and Grade Expansion Expenses	Total Non-Personnel Expenses
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

School Name

Instituto Justice and Leadership Academies [illegible]

[illegible] Campus

Six Year Budget

Six Year Budget % of Total

Six Year Budget Per Pupil Basis

Cash Revenue

Cash Expenditures

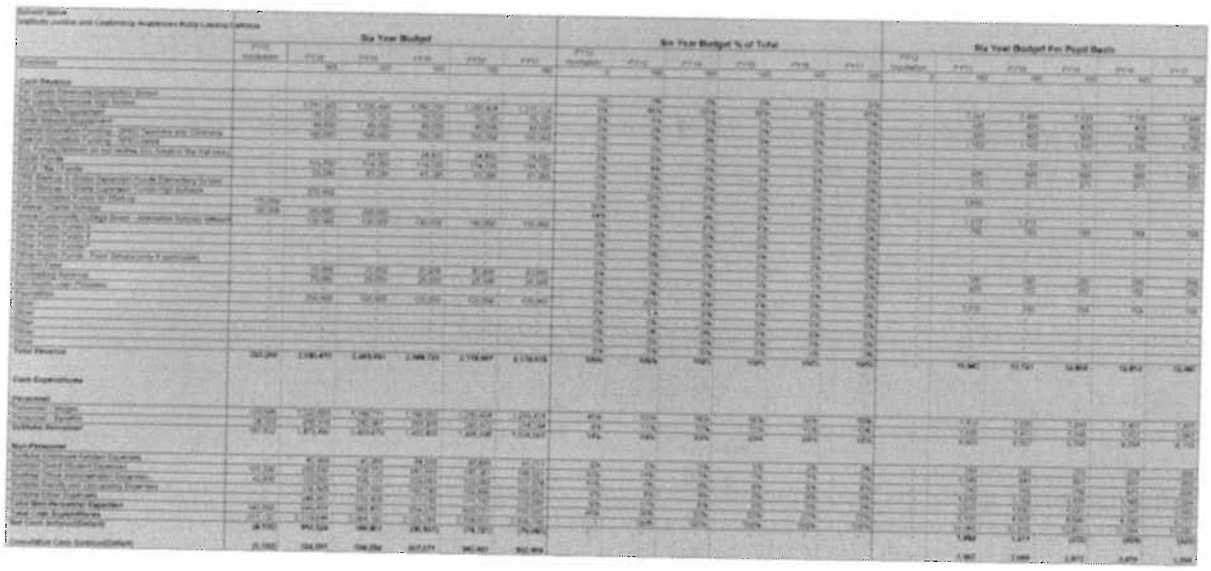
Non-Personnel Expenses

School Name

Six Year Budget

Six Year Budget % of Total

Six Year Budget Per Pupil Basis



School Name: **Instituto Justice and Leadersh**

General Questions

Opening in Fall	2013 (FY14)	
Type of application (New Operator, Existing Operator, Charter Conversion, Grade Expansion)	New Operator	
Facility	Independent	
Enrollment at capacity	165	
Steady state year (the first year that you do not add students in new grades)	FY 14	
Will this school serve only K-8th grade?	No	
Will this school serve only 9th - 12th grades?	Yes	
Will this school serve both elementary and high school students?	No	
Will the school have a facility loan?	Yes	Complete the Loans Worksheet
Will the school have any non-facility loans?	No	
Non-personnel start-up and grade expansion funding from CPS will cover all associated start-up and expansion costs.	No	If no, follow the CUSTOM instructions for the Non-Personnel Worksheet start-up expenses.
Special Education (SPED) staff will exceed the number of CPS funded SPED positions.	No	If no, the number of SPED teachers (and aides) on the Wages Worksheet must match the number of SPED teachers (and aides) included below.

Complete this table with the number of students enrolled for each grade level each year.

	Enrollment					
	FY13 Incubation	FY14	FY15	FY16	FY17	FY18
Kindergarten						
1st Grade						
2nd Grade						
3rd Grade						
4th Grade						
5th Grade						
6th Grade						
7th Grade						
8th Grade						
9th Grade						
10th Grade	-	-	-	-	-	-
11th Grade	-	66	66	66	66	66
12th Grade	-	58	58	58	58	58
Total Elementary School Enrollment	-	41	41	41	41	41
Total High School Enrollment	-	-	-	-	-	-
Total Enrollment	-	165	165	165	165	165
	-	**165**	**165**	**165**	**165**	**165**
Total number of students qualifying for free or reduced lunch (FRL)		-	155	155	155	155
Percentage of students qualifying for FRL	0.00%	0.00%	93.94%	93.94%	93.94%	93.94%

English Language Learners	FY13 Incubation	FY14	FY15	FY16	FY17	FY18
Total PreK and K students receiving more than 5 periods a week of ELL						
Total elementary (1-8) students receiving between 5-10 periods a week of ELL						
Total elementary (1-8) students receiving 10 or more periods a week of ELL						
Total high school (9-12) students receiving between 5-10 periods a week of ELL						
Total high school (9-12) students receiving 10 or more periods a week of ELL						
		33	33	33	33	33

Special Education	FY13 Incubation	FY14	FY15	FY16	FY17	FY18
Total special education teachers funded by CPS		3	3	3	3	3
Total special education aides funded by CPS						

School 2

2010 RFP Financial Forms

Revenue Worksheet

School Name Instituto Justice and Leadership Ac

Funding Rate - Public Funds (calculated on a per eligible pupil basis)

	FY13 Incubation	FY14	FY15	FY16	FY17	FY18	Inflation Assumption
Per Capita Revenues Elementary School		5,873	5,873	5,873	5,873	5,873	
Per Capita Revenues High School		7,341	7,488	7,638	7,790	7,946	2%
CPS Facility Supplement		425	425	425	425	425	
Small Schools Supplement		300	300	300	300	300	
Special Education Funding - SPED Teachers and Clinicians		65,000	65,000	65,000	65,000	65,000	
Special Education Funding - SPED Aides		32,500	32,500	32,500	32,500	32,500	
ELL Funds (Schools do not receive ELL funds in the first year)		-	754	754	754	754	
SGSA Funds		740	740	740	740	740	
NCLB Title I Funds		430	-	659	659	659	
CPS Start-up & Grade Expansion Funds Elementary School		700	700	700	700	700	
CPS Start-up & Grade Expansion Funds High Schools		900	900	900	900	900	

Other Revenue (total per year)

	FY13 Incubation	FY14	FY15	FY16	FY17	FY18	Assumption
CPS Incubation Funds for Start-up	170,000	-	-	-	-	-	
Federal Charter Schools	75,000	200,000	200,000				
Illinois Community College Board - Alternative Schools Network		130,000	130,000	130,000	130,000	130,000	
Other Public Funds 3							
Other Public Funds 4							
Other Public Funds 5							
Other Public Funds - Food Service **(only if applicable)**							
Student Fees		33,000	33,000	33,000	33,000	33,000	
Fundraising Revenue		50,000	50,000	50,000	50,000	50,000	
Non-facility Loan Proceeds							
Foundations		125,000	125,000	125,000	125,000	125,000	
Other				-	-	-	
Other			-	-	-	-	
Other							
Other							
Other							

In the budget narrative, please provide detailed assumptions as well as a fundraising plan for all revenue in this section.

Total Revenue Per Year

	FY13 Incubation	FY14	FY15	FY16	FY17	FY18
Per Capita Revenues Elementary School	-	-	-	-	-	-
Per Capita Revenues High School	-	1,211,265	1,235,490	1,260,200	1,285,404	1,311,112
CPS Facility Supplement	-	70,125	70,125	70,125	70,125	70,125
Small Schools Supplement	-	49,500	49,500	49,500	49,500	49,500
Special Education Funding - SPED Teachers and Clinicians	-	195,000	195,000	195,000	195,000	195,000
Special Education Funding - SPED Aides	-	-	-	-	-	-
ELL Funds (Schools do not receive ELL funds in the first year)	-	-	24,882	24,882	24,882	24,882
SGSA Funds	-	-	114,700	114,700	114,700	114,700
NCLB Title I Funds	-	28,380	-	61,295	61,295	61,295
CPS Start-up & Grade Expansion Funds Elementary School		-	-	-	-	-
CPS Start-up & Grade Expansion Funds High Schools		273,500	-	-	-	-
CPS Incubation Funds for Start-up	170,000	-	-	-	-	-
Federal Charter Schools	75,000	200,000	200,000	-	-	-
Illinois Community College Board - Alternative Schools Network	-	130,000	130,000	130,000	130,000	130,000
Other Public Funds 3	-	-	-	-	-	-
Other Public Funds 4	-	-	-	-	-	-
Other Public Funds 5	-	-	-	-	-	-
Other Public Funds - Food Service (only if applicable)	-	-	-	-	-	-
Student Fees	-	33,000	33,000	33,000	33,000	33,000
Fundraising Revenue	-	50,000	50,000	50,000	50,000	50,000
Non-facility Loan Proceeds	-	-	-	-	-	-
Foundations	-	125,000	125,000	125,000	125,000	125,000
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Revenue	245,000	2,365,770	2,227,697	2,113,703	2,138,907	2,164,615

165,603.90 155,938.81 147,959.18 149,723.46 151,523.03

CHICAGO PUBLIC SCHOOLS CPS

2010 RFP Financial Forms

Wages Worksheet

School Name Instituto Justice and Leadership Academies St. Adrian Campus

Number of Employees Each Year for Each Job Title

Job Title		FY13 Incubation	FY14	FY15	FY16	FY17	FY18
Principal		0.50	0.50	0.50	0.50	0.50	0.50
Assistant Principal		0.50	1.00	1.00	1.00	1.00	1.00
Dean			1.00	1.00	1.00	1.00	1.00
Teachers			12.00	12.00	12.00	12.00	12.00
Second School Teachers			-	-	-	-	-
Third School Teachers			-	-	-	-	-
Teacher Aides (non-SPED)							
SPED Teachers			2.00	2.00	2.00	2.00	2.00
Case Manager (SPED)			1.00	1.00	1.00	1.00	1.00
First School Counselors (RLLA)			3.00	3.00	3.00	3.00	3.00
Second School Counselor				-	-	-	-
Third School Counselors						-	-
Business Manager/Compliance Officer			0.50	0.50	0.50	0.50	0.50
Registrar			1.00	1.00	1.00	1.00	1.00
Technology			0.50	0.50	0.50	0.50	0.50
Receptionist			1.00	1.00	1.00	1.00	1.00
Custodian			2.00	2.00	2.00	2.00	2.00
Security			1.00	1.00	1.00	1.00	1.00
Recruiter			0.50	0.50	0.50	0.50	0.50
Other 2							
Other 3							
Other 4							
Other 5							
Other 6							
Other 7							
Other 8							
Other 9							
Other 10							
Bonus (if you plan to give bonuses select yes)							
Stipend (if you plan to give stipends to supplement annual salary select yes - this should be for staff only)							

CHICAGO PUBLIC SCHOOLS | CPS

2010 RFP Financial Forms

Wages Worksheet

School Name Instituto Justice and Leadership Academies St. Adrian Campus

Average Annual Salary for Each Job Title for Each Year

Job Title	Base Wage	FY13 Incubation	FY14	FY15	FY16	FY17	FY18
Yearly Increase in Salaries (percent)			3.00%	3.00%	3.00%	3.00%	0.00%
Principal	80,000	80,000	82,400	84,872	87,418	90,041	90,041
Assistant Principal	65,000	65,000	66,950	68,959	71,027	73,158	73,158
Dean	45,000	45,000	46,350	47,741	49,173	50,648	50,648
Teachers	44,000	44,000	45,320	46,680	48,080	49,522	49,522
Second School Teachers	44,000	44,000	45,320	46,680	48,080	49,522	49,522
Third School Teachers	44,000	44,000	45,320	46,680	48,080	49,522	49,522
Teacher Aides (non-SPED)		-	-	-	-	-	-
SPED Teachers	48,000	48,000	49,440	50,923	52,451	54,024	54,024
Case Manager (SPED)	44,000	44,000	45,320	46,680	48,080	49,522	49,522
First School Counselors (RLLA)	36,000	36,000	37,080	38,192	39,338	40,518	40,518
Second School Counselor	36,000	36,000	37,080	38,192	39,338	40,518	40,518
Third School Counselors	36,000	36,000	37,080	38,192	39,338	40,518	40,518
Business Manager/Compliance Officer	32,000	32,000	32,000	32,000	32,000	32,000	32,000
Registrar	28,000	28,000	28,840	29,705	30,596	31,514	31,514
Technology	44,000	44,000	45,320	46,680	48,080	49,522	49,522
Receptionist	18,000	18,000	18,540	19,096	19,669	20,259	20,259
Custodian	22,000	22,000	22,660	23,340	24,040	24,761	24,761
Security	26,000	26,000	26,780	27,583	28,411	29,263	29,263
Recruiter	30,000	30,000	30,900	31,827	32,782	33,765	33,765
Other 2		-	-	-	-	-	-
Other 3		-	-	-	-	-	-
Other 4		-	-	-	-	-	-
Other 5		-	-	-	-	-	-
Other 6		-	-	-	-	-	-
Other 7		-	-	-	-	-	-
Other 8		-	-	-	-	-	-
Other 9		-	-	-	-	-	-
Other 10		-	-	-	-	-	-
Bonus (if applicable, describe assumption here and enter annual total in row 105)							
Stipend (if applicable, describe assumption here and enter annual total in row 106)							

School Name Instituto Justice and Leadership Academies St. Adrian Campus

Job Title		Total Wages by Job Title by Year					
		FY13 Incubation	FY14	FY15	FY16	FY17	FY18
Principal		40,000	41,200	42,436	43,709	45,020	45,020
Assistant Principal		32,500	66,950	68,959	71,027	73,158	73,158
Dean		-	46,350	47,741	49,173	50,648	50,648
Teachers		-	543,840	560,155	576,960	594,269	594,269
Second School Teachers		-	-	-	-	-	-
Third School Teachers		-	-	-	-	-	-
Teacher Aides (non-SPED)		-	-	-	-	-	-
SPED Teachers		-	98,880	101,846	104,902	108,049	108,049
Case Manager (SPED)		-	45,320	46,680	48,080	49,522	49,522
irst School Counselors (RLLA)		-	111,240	114,577	118,015	121,555	121,555
econd School Counselor		-	-	-	-	-	-
hird School Counselors		-	-	-	-	-	-
usiness Manager/Compliance Officer		-	16,000	16,000	16,000	16,000	16,000
egistrar		-	28,840	29,705	30,596	31,514	31,514
echnology		-	22,660	23,340	24,040	24,761	24,761
eceptionist		-	18,540	19,096	19,669	20,259	20,259
ustodian		-	45,320	46,680	48,080	49,522	49,522
ecurity		-	26,780	27,583	28,411	29,263	29,263
Recruiter		-	15,450	15,914	16,391	16,883	16,883
Other 2		-	-	-	-	-	-
Other 3		-	-	-	-	-	-
Other 4		-	-	-	-	-	-
Other 5		-	-	-	-	-	-
Other 6		-	-	-	-	-	-
Other 7		-	-	-	-	-	-
Other 8		-	-	-	-	-	-
Other 9		-	-	-	-	-	-
Other 10		-	-	-	-	-	-
Bonus (Enter the total annual bonus here)		-	-	-	-	-	-
Stipend (Enter the total annual stipend here)							
Total Wages		**72,500**	**1,127,370**	**1,160,711**	**1,195,052**	**1,230,424**	**1,230,424**
Total Employees		**1**	**27**	**27**	**27**	**27**	**27**

Appendix C

School Name Instituto Justice and Leadership Academies St. Adrian Ca

Benefits and Payroll Tax Assumptions

Pension / Social Security	FY13 Incubation	FY14	FY15	FY16	FY17	FY18
% Salaries Subject to Chicago Teachers Pension Fund	100.00%	75.00%	75.00%	75.00%	75.00%	75.00%
% Salaries Subject to Social Security	0.00%	25.00%	25.00%	25.00%	25.00%	25.00%

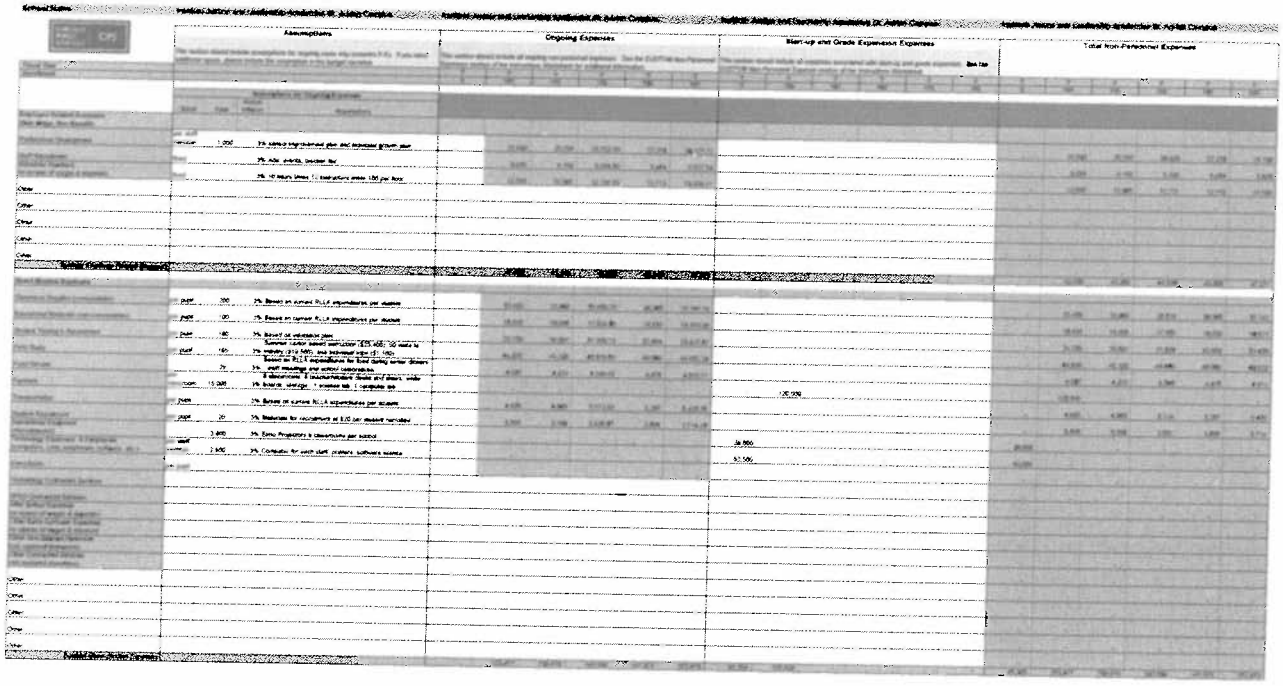
Pension Pick-up Assumption Employer	7.00%
Pension Pick-up Assumption Employee	2.00%

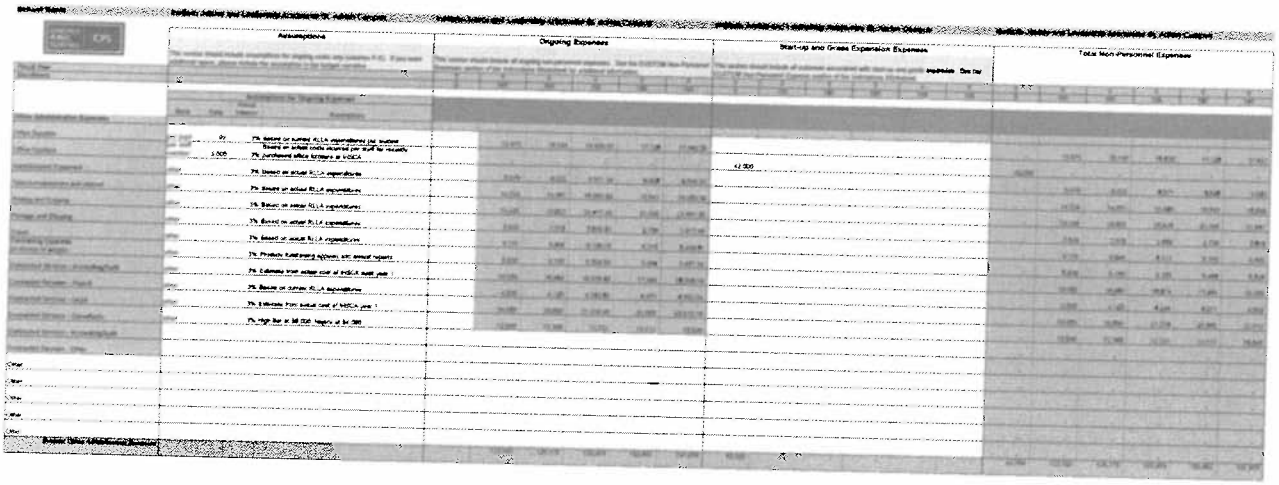
Other Benefits	Basis	Amount	Assumption/Explanation
401k/403b Expense Assumption			
Health Insurance Assumption	% of Total Salaries	10%	9.5% based on actual current costs for Blue Cross Blue Shield of Illinois HMO coverage.
Dental Insurance Assumption	% of Total Salaries	0%	0.34% based on current actual costs for Humana Dental Insurance HMO plan
Disability Insurance Assumption	% of Total Salaries	0%	0.32% based on current costs for short and long-term disability
Life Insurance Assumption	% of Total Salaries	0%	0.06% based on current cost for $25,000 life insurance policy per employee
State Unemployment Insurance Assumption	% of Total Salaries	2%	1.64% based on amount paid into First Non Profit Savings Pool.
Other Benefits 1 (provide detailed Assumption/Explanation)	% of Total Salaries		
Other Benefits 2 (provide detailed Assumption/Explanation)	% of Total Salaries		
Other Benefits 2 (provide detailed Assumption/Explanation)			
Other Benefits 4 (provide detailed Assumption/Explanation)			
Other Benefits 5 (provide detailed Assumption/Explanation)			

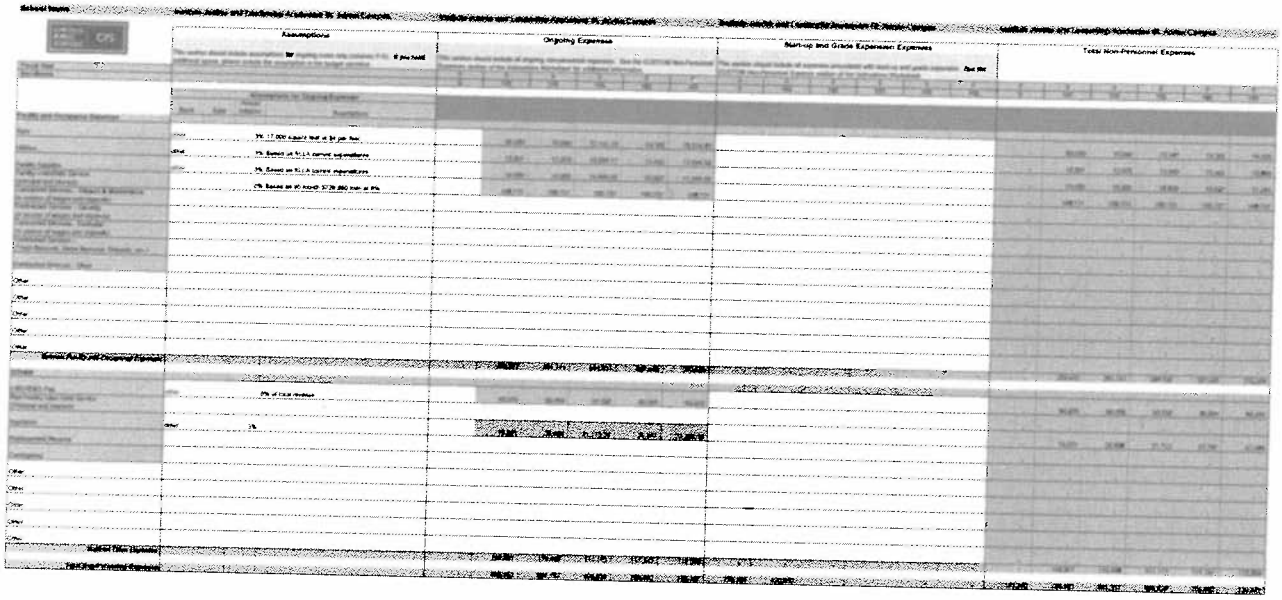
Total Benefit and Payroll Tax Expense

	FY13 Incubation	FY14	FY15	FY16	FY17	FY18	Inflation Assumption
Social Security	-	17,474.24	17,991.02	18,523.31	19,071.57	19,071.57	
Medicare	1,051.25	16,346.87	16,830.31	17,328.26	17,841.15	17,841.15	
Pension Fund	5,075.00	59,186.93	60,937.33	62,740.25	64,597.26	64,597.26	
401k/403b	-	-	-	-	-	-	
Health Insurance	6,887.50	111,384.16	119,265.39	127,705.79	136,745.10	142,214.90	4%
Dental Insurance	246.50	3,871.39	4,025.74	4,186.30	4,353.31	4,396.84	1%
Disability Insurance	232.00	3,643.66	3,788.93	3,940.04	4,097.23	4,138.20	1%
Life Insurance	43.50	683.19	710.42	738.76	768.23	775.91	1%
State Unemployment Insurance	1,189.00	18,673.76	19,418.28	20,192.72	20,998.30	21,208.28	1%
Other Benefits 1							
Other Benefits 2							
Other Benefits 3							
Other Benefits 4							
Other Benefits 5							
Total Benefits and Payroll Taxes	**14,724.75**	**231,264.17**	**242,967.43**	**255,355.44**	**268,472.14**	**274,244.12**	
Benefits and Payroll Tax as a % of Total Wages	**20.31%**	**20.51%**	**20.93%**	**21.37%**	**21.82%**	**22.29%**	

Appendix C


Assumptions
Ongoing Expenses
Start-up and Grade Expansion Expenses
Total Non-Personnel Expenses





School Name **Instituto Justice and Leadership Academies St. Adrian Campus**

This worksheet is only required if you plan to use loans for facilities projects, capital expenditures or operations.

Facility Loan

Loan used to acquire or renovate the school building

Notes:
Do **NOT** include loan proceeds or associated expenses on in the budget forms.
Facility loan proceeds and associated expenses should be reflected in the Sources and Uses Appendix.
The budget forms must include debt service associated with the facility loan (Non-Personnel Expenses Tab Row 71).

Facility Loan information:

Principal	726,880
Term (in months)	60
Rate (annual)	6.00%
Annual Principal & Interest Payments	$168,631.52
Source	

Non-Facility Loan

Loan used to procure instructional equipment, educational materials, furniture, computers, or for general school operations

Notes:
Include loan proceeds on the Revenue Tab (row 30).
Include associated expenses on the Non-Personnel Expenses tab.
The budget forms must include the debt service associated with the non-facility loan (Non-Personnel Expenses Tab Row 86).

Non-Facility Loan information:

Principal	
Term (in months)	
Rate (annual)	
Annual Principal & Interest Payments	$0.00
Source	

School Name

Instituto Justice and Leadership Academies St. Adrian Campus

Six Year Budget

Six Year Budget % of Total

Six Year Budget Per Pupil Basis

Cash Revenue

[illegible]

Cash Expenditures

[illegible]

Non-Personnel Expenses

[illegible]

School Name

[illegible]

	Six Year Budget	Six Year Budget % of Total	Six Year Budget Per Pupil Basis
Office Administration Expenses	[illegible]	[illegible]	[illegible]
Facility and Occupancy Expenses	[illegible]	[illegible]	[illegible]

[redacted]

	Six Year Budget	Six Year Budget % of Total	Six Year Budget Per Pupil Basis
Cash Revenue	[illegible]	[illegible]	[illegible]
Total Revenue	[illegible]	[illegible]	[illegible]
Cash Expenditures	[illegible]	[illegible]	[illegible]

CHICAGO PUBLIC SCHOOLS CPS

2010 RFP Financial Forms

5 year Charter

Assumptions Worksheet

School Name:	Instituto Justice and Leadershi

General Questions

Opening in Fall	2012 (FY13)	
Type of application (New Operator, Existing Operator, Charter Conversion, Grade Expansion)	New Operator	
Facility	Independent	
Enrollment at capacity	495	
Steady state year (the first year that you do not add students in new grades)	fy17	
Will this school serve only K-8th grade?	No	
Will this school serve only 9th - 12th grades?	Yes	
Will this school serve both elementary and high school students?	No	
Will the school have a facility loan?	Yes	Complete the Loans Worksheet
Will the school have any non-facility loans?	No	
Non-personnel start-up and grade expansion funding from CPS will cover all associated start-up and expansion costs.	No	If no, follow the CUSTOM instructions for the Non-Personnel Worksheet start-up expenses.
Special Education (SPED) staff will exceed the number of CPS funded SPED positions.	No	If no, the number of SPED teachers (and aides) on the Wages Worksheet must match the number of SPED teachers (and aides) included below.

Complete this table with the number of students enrolled for each grade level each year.

Enrollment

	FY12 Incubation	FY13	FY14	FY15	FY16	FY17
Kindergarten						
1st Grade						
2nd Grade						
3rd Grade						
4th Grade						
5th Grade						
6th Grade						
7th Grade						
8th Grade						
9th Grade						
10th Grade	-	-	-	-	-	-
11th Grade	-	66	132	132	198	198
12th Grade	-	58	116	116	174	174
Total Elementary School Enrollment	-	41	82	82	123	123
Total High School Enrollment	-	-	-	-	-	-
Total Enrollment	-	165	330	330	495	495
	-	**165**	**330**	**330**	**495**	**495**
Total number of students qualifying for free or reduced lunch (FRL)		155	310	310	470	470
Percentage of students qualifying for FRL	0.00%	93.94%	93.94%	93.94%	94.95%	94.95%

English Language Learners

	FY12 Incubation	FY13	FY14	FY15	FY16	FY17
Total PreK and K students receiving more than 5 periods a week of ELL						
Total elementary (1-8) students receiving between 5-10 periods a week of ELL						
Total elementary (1-8) students receiving 10 or more periods a week of ELL						
Total high school (9-12) students receiving between 5-10 periods a week of ELL						
Total high school (9-12) students receiving 10 or more periods a week of ELL		33	66	66	99	99

Special Education

	FY12 Incubation	FY13	FY14	FY15	FY16	FY17
Total special education teachers funded by CPS		3	6	6	9	9
Total special education aides funded by CPS						

School Name Instituto Justice and Leadership Aca

Funding Rate - Public Funds (calculated on a per eligible pupil basis)

	FY12 Incubation	FY13	FY14	FY15	FY16	FY17	Inflation Assumption
Per Capita Revenues Elementary School		5,873	5,873	5,873	5,873	5,873	
Per Capita Revenues High School		7,341	7,488	7,638	7,790	7,946	2%
CPS Facility Supplement		425	425	425	425	425	
Small Schools Supplement		300	300	300	300	300	
Special Education Funding - SPED Teachers and Clinicians		65,000	65,000	65,000	65,000	65,000	
Special Education Funding - SPED Aides		32,500	32,500	32,500	32,500	32,500	
ELL Funds (Schools do not receive ELL funds in the first year)		-	754	754	754	754	
SGSA Funds		740	740	740	740	740	
NCLB Title I Funds		430	659	659	659	668	
CPS Start-up & Grade Expansion Funds Elementary School		700	700	700	700	700	
CPS Start-up & Grade Expansion Funds High Schools		900	900	900	900	900	

Other Revenue (total per year)

	FY12 Incubation	FY13	FY14	FY15	FY16	FY17	Assumption
CPS Incubation Funds for Start-up	170,000	-	-	-	-	-	
Federal Charter Schools - Rudy Lozano	75,000	220,000	220,000				
Federal Charter Schools - St. Adrian		75,000	220,000	220,000	-	-	
Illinois Community College Board - Alternative Schools Network		130,000	130,000	130,000	130,000	130,000	In the budget narrative, please provide detailed assumptions as well as a fundraising plan for all revenue in this section.
Illinois Community College Board - Alternative Schools Network		-	130,000	130,000	130,000	130,000	
CPS Incubation Funds for Start-up		170,000		170,000			
CPS Start-up High School Second School			273,500		273,500		
Student Fees		33,000	66,000	66,000	99,000	99,000	
Fundraising Revenue		75,000	75,000	75,000	75,000	75,000	
Non-facility Loan Proceeds							
Foundations		250,000	250,000	250,000	250,000	250,000	
Other				-	-	-	
Other			-	-	-	-	
Other							
Other							
Other							

Total Revenue Per Year

	FY12 Incubation	FY13	FY14	FY15	FY16	FY17
Per Capita Revenues Elementary School	-	-	-	-	-	-
Per Capita Revenues High School	-	1,211,265	2,470,981	2,520,400	3,856,212	3,933,337
CPS Facility Supplement	-	70,125	140,250	140,250	210,375	210,375
Small Schools Supplement	-	49,500	99,000	99,000	148,500	148,500
Special Education Funding - SPED Teachers and Clinicians	-	195,000	390,000	390,000	585,000	585,000
Special Education Funding - SPED Aides	-	-	-	-	-	-
ELL Funds (Schools do not receive ELL funds in the first year)	-	-	24,882	49,764	49,764	74,646
SGSA Funds	-	114,700	229,400	229,400	347,800	347,800
NCLB Title I Funds	-	28,380	91,943	122,591	153,239	188,256
CPS Start-up & Grade Expansion Funds Elementary School		-	-	-	-	-
CPS Start-up & Grade Expansion Funds High Schools		273,500	-	-	-	-
CPS Incubation Funds for Start-up	170,000	-	-	-	-	-
Federal Charter Schools - Rudy Lozano	75,000	220,000	220,000	-	-	-
Federal Charter Schools - St. Adrian	-	75,000	220,000	220,000	-	-
Illinois Community College Board - Alternative Schools Network	-	130,000	130,000	130,000	130,000	130,000
Illinois Community College Board - Alternative Schools Network	-	-	130,000	130,000	130,000	130,000
CPS Incubation Funds for Start-up	-	170,000	-	170,000	-	-
CPS Start-up High School Second School	-	-	273,500	-	273,500	-
Student Fees	-	33,000	66,000	66,000	99,000	99,000
Fundraising Revenue	-	75,000	75,000	75,000	75,000	75,000
Non-facility Loan Proceeds	-	-	-	-	-	-
Foundations	-	250,000	250,000	250,000	250,000	250,000
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Revenue	**245,000**	**2,895,470**	**4,810,956**	**4,592,405**	**6,308,390**	**6,171,914**
		173,728.20	288,657.35	275,544.31	378,503.40	370,314.84

CHICAGO PUBLIC SCHOOLS CPS

2010 RFP Financial Forms

Wages Worksheet

School Name Instituto Justice and Leadership Academies Rudy Lozano Campus

Number of Employees Each Year for Each Job Title

Job Title		FY12 Incubation	FY13	FY14	FY15	FY16	FY17
Principal		0.50	1.00	1.00	1.00	1.00	1.00
Assistant Principal		0.50	1.00	2.00	3.00	3.00	3.00
Dean			1.00	2.00	2.00	3.00	3.00
First School Teachers (RLLA)			12.00	12.00	12.00	12.00	12.00
Second School Teachers			-	12.00	12.00	12.00	12.00
Third School Teachers			-	-	-	12.00	12.00
Teacher Aides (non-SPED)							
SPED Teachers			2.00	4.00	4.00	6.00	6.00
Case Manager (SPED)			1.00	2.00	2.00	3.00	3.00
First School Counselors (RLLA)			3.00	3.00	3.00	3.00	3.00
Second School Counselor				3.00	3.00	3.00	3.00
Third School Counselors						3.00	3.00
Business Manager/Compliance Officer			1.00	1.00	1.00	1.00	1.00
Registrar			1.00	2.00	2.00	3.00	3.00
Technology Education Specialist			1.00	1.00	1.00	2.00	2.00
Receptionist			1.00	2.00	2.00	3.00	3.00
Custodian			2.00	4.00	4.00	6.00	6.00
Security			1.00	2.00	2.00	3.00	3.00
Recruiter			1.00	1.00	1.00	1.00	1.00
Other 2							
Other 3							
Other 4							
Other 5							
Other 6							
Other 7							
Other 8							
Other 9							
Other 10							
Bonus (if you plan to give bonuses select yes)							
Stipend (if you plan to give stipends to supplement annual salary select yes - this should be for staff only)							

School Name **Instituto Justice and Leadership Academies Rudy Lozano Campus**

Average Annual Salary for Each Job Title for Each Year

Job Title	Base Wage	FY12 Incubation	FY13	FY14	FY15	FY16	FY17
Yearly Increase in Salaries (percent)			3.00%	3.00%	3.00%	3.00%	0.00%
Principal	80,000	80,000	82,400	84,872	87,418	90,041	90,041
Assistant Principal	65,000	65,000	66,950	68,959	71,027	73,158	73,158
Dean	45,000	45,000	46,350	47,741	49,173	50,648	50,648
First School Teachers (RLLA)	44,000	44,000	45,320	46,680	48,080	49,522	49,522
Second School Teachers	44,000	44,000	45,320	46,680	48,080	49,522	49,522
Third School Teachers	44,000	44,000	45,320	46,680	48,080	49,522	49,522
Teacher Aides (non-SPED)		-	-	-	-	-	-
SPED Teachers	48,000	48,000	49,440	50,923	52,451	54,024	54,024
Case Manager (SPED)	44,000	44,000	45,320	46,680	48,080	49,522	49,522
First School Counselors (RLLA)	36,000	36,000	37,080	38,192	39,338	40,518	40,518
Second School Counselor	36,000	36,000	37,080	38,192	39,338	40,518	40,518
Third School Counselors	36,000	36,000	37,080	38,192	39,338	40,518	40,518
Business Manager/Compliance Officer	32,000	32,000	32,000	32,000	32,000	32,000	32,000
Registrar	28,000	28,000	28,840	29,705	30,596	31,514	31,514
Technology Education Specialist	44,000	44,000	45,320	46,680	48,080	49,522	49,522
Receptionist	18,000	18,000	18,540	19,096	19,669	20,259	20,259
Custodian	22,000	22,000	22,660	23,340	24,040	24,761	24,761
Security	26,000	26,000	26,780	27,583	28,411	29,263	29,263
Recruiter	30,000	30,000	30,900	31,827	32,782	33,765	33,765
Other 2		-	-	-	-	-	-
Other 3		-	-	-	-	-	-
Other 4		-	-	-	-	-	-
Other 5		-	-	-	-	-	-
Other 6		-	-	-	-	-	-
Other 7		-	-	-	-	-	-
Other 8		-	-	-	-	-	-
Other 9		-	-	-	-	-	-
Other 10		-	-	-	-	-	-
Bonus (if applicable, describe assumption here and enter annual total in row 105)							
Stipend (if applicable, describe assumption here and enter annual total in row 106)							

School Name Instituto Justice and Leadership Academies Rudy Lozano Campus

Job Title		Total Wages by Job Title by Year					
		FY12 Incubation	FY13	FY14	FY15	FY16	FY17
Principal		40,000	82,400	84,872	87,418	90,041	90,041
Assistant Principal		32,500	66,950	137,917	213,082	219,474	219,474
Dean		-	46,350	95,481	98,345	151,944	151,944
First School Teachers (RLLA)		-	543,840	560,155	576,960	594,269	594,269
Second School Teachers		-	-	560,155	576,960	594,269	594,269
Third School Teachers		-	-	-	-	594,269	594,269
Teacher Aides (non-SPED)		-	-	-	-	-	-
SPED Teachers		-	98,880	203,693	209,804	324,147	324,147
Case Manager (SPED)		-	45,320	93,359	96,160	148,567	148,567
First School Counselors (RLLA)		-	111,240	114,577	118,015	121,555	121,555
Second School Counselor		-	-	114,577	118,015	121,555	121,555
Third School Counselors		-	-	-	-	121,555	121,555
Business Manager/Compliance Officer		-	32,000	32,000	32,000	32,000	32,000
Registrar		-	28,840	59,410	61,193	94,543	94,543
Technology Education Specialist		-	45,320	46,680	48,080	99,045	99,045
Receptionist		-	18,540	38,192	39,338	60,777	60,777
Custodian		-	45,320	93,359	96,160	148,567	148,567
Security		-	26,780	55,167	56,822	87,790	87,790
Recruiter		-	30,900	31,827	32,782	33,765	33,765
Other 2		-	-	-	-	-	-
Other 3		-	-	-	-	-	-
Other 4		-	-	-	-	-	-
Other 5		-	-	-	-	-	-
Other 6		-	-	-	-	-	-
Other 7		-	-	-	-	-	-
Other 8		-	-	-	-	-	-
Other 9		-	-	-	-	-	-
Other 10		-	-	-	-	-	-
Bonus (Enter the total annual bonus here)		-	-	-	-	-	-
Stipend (Enter the total annual stipend here)							
Total Wages		72,500	1,222,680	2,321,422	2,461,132	3,638,130	3,638,130
Total Employees		1	29	54	55	80	80

Appendix C

School Name Instituto Justice and Leadership Academies Rudy Lozanc

Benefits and Payroll Tax Assumptions

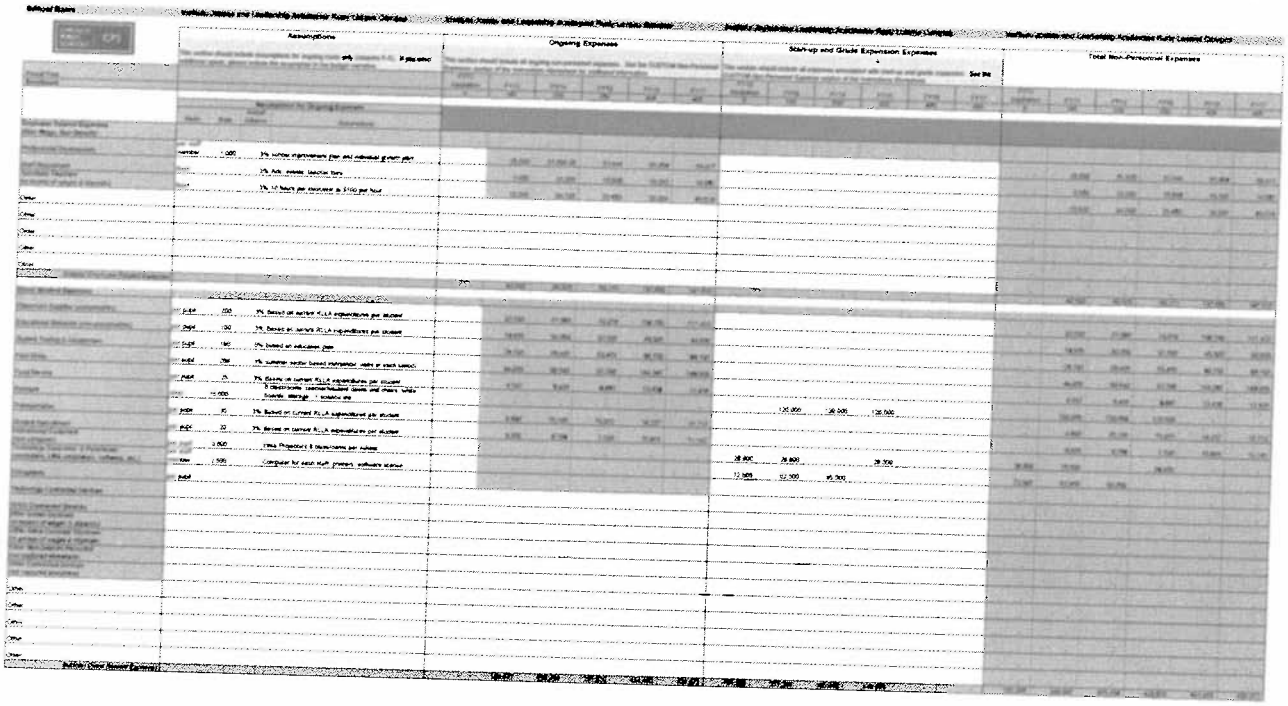
Pension / Social Security	FY12 Incubation	FY13	FY14	FY15	FY16	FY17
% Salaries Subject to Chicago Teachers Pension Fund	100.00%	75.00%	75.00%	75.00%	75.00%	75.00%
% Salaries Subject to Social Security	0.00%	25.00%	25.00%	25.00%	25.00%	25.00%

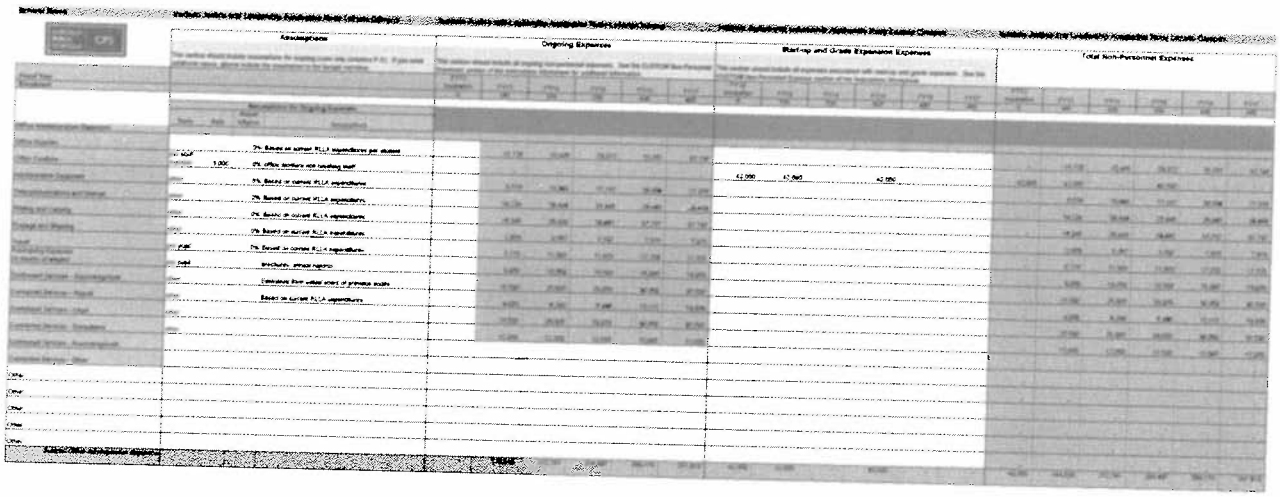
Pension Pick-up Assumption Employer	7.00%
Pension Pick-up Assumption Employee	2.00%

Other Benefits	Basis	Amount	Assumption/Explanation
401k/403b Expense Assumption			
Health Insurance Assumption	% of Total Salaries	10%	9.5% Based on average current Blue Cross Blue Shield HMO
Dental Insurance Assumption	% of Total Salaries	0%	0.34% Based on average current Humana HMO dental plan
Disability Insurance Assumption	% of Total Salaries	0%	0.32% Based on current short-term and long-term disability
Life Insurance Assumption	% of Total Salaries	0%	0.06% Based on $25,000 life insurance policy per employee
State Unemployment Insurance Assumption	% of Total Salaries	2%	1.64% Based on current rate of required saving to First Non-Profit Unemployment Savings
Other Benefits 1 (provide detailed Assumption/Explanation)	% of Total Salaries		
Other Benefits 2 (provide detailed Assumption/Explanation)	% of Total Salaries		
Other Benefits 2 (provide detailed Assumption/Explanation)			
Other Benefits 4 (provide detailed Assumption/Explanation)			
Other Benefits 5 (provide detailed Assumption/Explanation)			

Total Benefit and Payroll Tax Expense

	FY12 Incubation	FY13	FY14	FY15	FY16	FY17	Inflation Assumption
Social Security	-	18,951.54	35,982.04	38,147.55	56,391.02	56,391.02	
Medicare	1,051.25	17,728.86	33,660.62	35,686.42	52,752.89	52,752.89	
Pension Fund	5,075.00	64,190.70	121,874.67	129,209.44	191,001.84	191,001.84	
401k/403b	-	-	-	-	-	-	
Health Insurance	6,887.50	120,800.78	238,530.77	263,001.70	404,329.29	420,502.46	4%
Dental Insurance	246.50	4,198.68	8,051.48	8,621.40	12,871.90	13,000.62	1%
Disability Insurance	232.00	3,951.70	7,577.86	8,114.26	12,114.73	12,235.88	1%
Life Insurance	43.50	740.94	1,420.85	1,521.42	2,271.51	2,294.23	1%
State Unemployment Insurance	1,189.00	20,252.47	38,836.56	41,585.59	62,087.99	62,708.87	1%
Other Benefits 1							
Other Benefits 2							
Other Benefits 3							
Other Benefits 4							
Other Benefits 5							
Total Benefits and Payroll Taxes	**14,724.75**	**250,815.68**	**485,934.86**	**525,887.78**	**793,821.16**	**810,887.80**	
Benefits and Payroll Tax as a % of Total Wages	**20.31%**	**20.51%**	**20.93%**	**21.37%**	**21.82%**	**22.29%**	





Assumptions	Ongoing Expenses	Start-up and Grade Expansion Expenses	Total Non-Personnel Expenses
3% Rental Agreement with increase to 20 % 3 - Blue Valley			
2% Based on current ALL 4 usage over three campuses			
3% Based on current ALL 4 usage over three campuses			
2% 60 month 7.45,000 loan at 8%			
	48,000 75,040 72,141 74,306		
	190,500 40,306		
7% of total revenue			
Based on current ALL 4 costs			
	95,000		

School Name **Instituto Justice and Leadership Academies Rudy Lozano Campus**

This worksheet is only required if you plan to use loans for facilities projects, capital expenditures or operations.

Facility Loan

Loan used to acquire or renovate the school building

Notes:
Do **NOT** include loan proceeds or associated expenses on in the budget forms.
Facility loan proceeds and associated expenses should be reflected in the Sources and Uses Appendix.
The budget forms must include debt service associated with the facility loan (Non-Personnel Expenses Tab Row 71).

Facility Loan information:

Principal	726,880
Term (in months)	60
Rate (annual)	6.00%
Annual Principal & Interest Payments	$168,631.52
Source	

Non-Facility Loan

Loan used to procure instructional equipment, educational materials, furniture, computers, or for general school operations

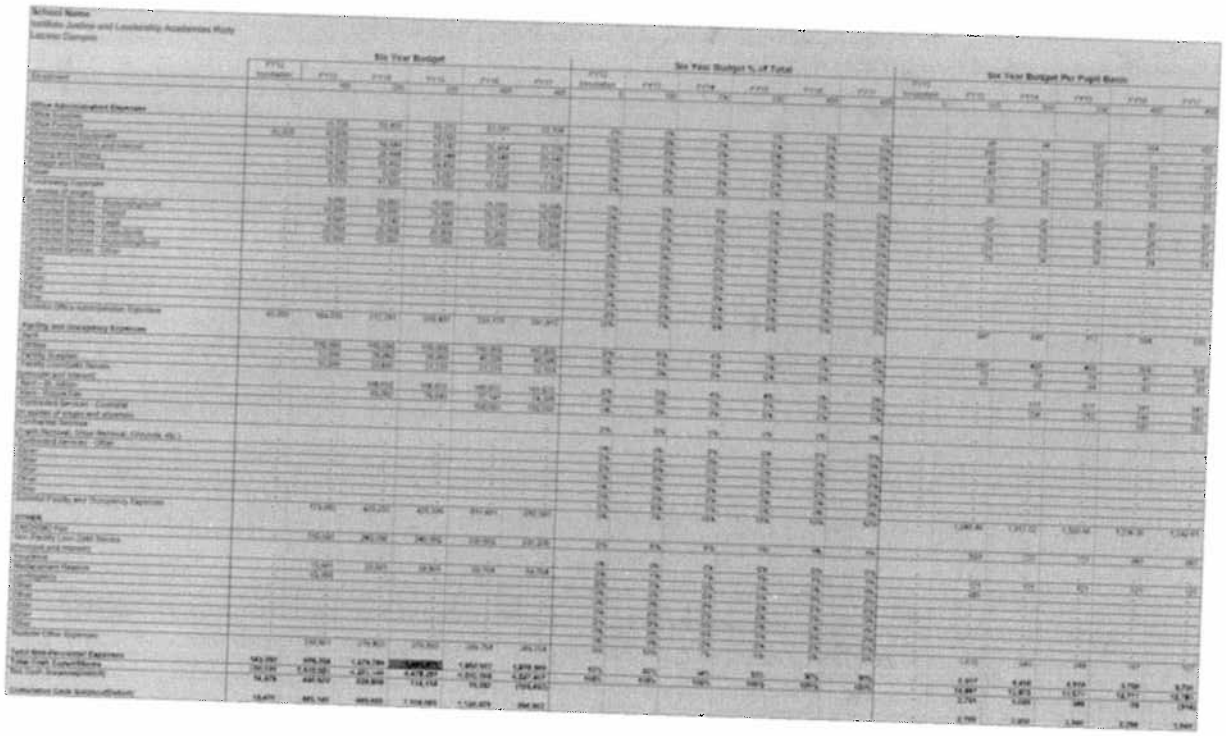
Notes:
Include loan proceeds on the Revenue Tab (row 30).
Include associated expenses on the Non-Personnel Expenses tab.
The budget forms must include the debt service associated with the non-facility loan (Non-Personnel Expenses Tab Row 86).

Non-Facility Loan information:

Principal	
Term (in months)	
Rate (annual)	
Annual Principal & Interest Payments	$0.00
Source	

School Name
Institute Justice and Leadership Academies Rule
Lennie Duncan

	FY12 Annualized	Six Year Budget						Six Year Budget % of Total						Six Year Budget Per Pupil Basis					
		FY13	FY14	FY15	FY16	FY17	FY18	FY13	FY14	FY15	FY16	FY17	FY18	FY13	FY14	FY15	FY16	FY17	FY18
Cash Revenue																			
[illegible]																			
Cash Expenditures																			
[illegible]																			
Non-Personnel Expenses																			
[illegible]																			



[redacted]

[illegible]	Six Year Budget						Six Year Budget % of Total						Six Year Budget Per Pupil Basis					
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Instituto del Progreso Latino
Instituto Justice Leadership Academy
CMO Budget

Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
CMO Fees	$ 150,000	$ 240,000	$ 240,000	$ 330,000	$ 330,000
Expenses					
Staff Positions					
President and CEO	$ 13,000	$ 13,390	$ 11,033	$ 11,364	$ 11,705
Annual Salary	$ 130,000	$ 133,900	$ 137,917	$ 142,055	$ 146,316
Percent to ILA	10%	10%	8%	8%	8%
Vice President of Education	$ 16,500	$ 22,660	$ 23,340	$ 24,040	$ 24,761
Annual Salary	$ 110,000	$ 113,300	$ 116,699	$ 120,200	$ 123,806
Percent to ILA	15%	20%	20%	20%	20%
Chief Operating Officer	$ 14,700	$ 20,188	$ 20,794	$ 21,417	$ 22,060
Annual Salary	$ 98,000	$ 100,940	$ 103,968	$ 107,087	$ 110,300
Percent to ILA	15%	20%	20%	20%	20%
Director of Finance	$ 7,000	$ 10,815	$ 11,139	$ 11,474	$ 11,818
Annual Salary	$ 70,000	$ 72,100	$ 74,263	$ 76,491	$ 78,786
Percent to ILA	10%	15%	15%	15%	15%
Fiscal Compliance Manager	$ 4,500	$ 6,953	$ 7,161	$ 9,835	$ 10,130
Annual Salary	$ 45,000	$ 46,350	$ 47,741	$ 49,173	$ 50,648
Percent to ILA	10%	15%	15%	20%	20%
Accountant	$ 5,700	$ 11,742	$ 12,094	$ 18,686	$ 19,246
Annual Salary	$ 38,000	$ 39,140	$ 40,314	$ 41,524	$ 42,769
Percent to ILA	15%	30%	30%	45%	45%
Accounts Payable	$ 2,800	$ 5,768	$ 5,941	$ 9,179	$ 9,454
Annual Salary	$ 28,000	$ 28,840	$ 29,705	$ 30,596	$ 31,514
Percent to ILA	10%	20%	20%	30%	30%
Human Resources Director	$ 7,000	$ 14,420	$ 14,853	$ 22,947	$ 19,696
Annual Salary	$ 70,000	$ 72,100	$ 74,263	$ 76,491	$ 78,786
Percent to ILA	10%	20%	20%	30%	25%
Human Resources Manager	$ 4,200	$ 8,652	$ 8,912	$ 13,768	$ 11,818
Annual Salary	$ 42,000	$ 43,260	$ 44,558	$ 45,895	$ 47,271
Percent to ILA	10%	20%	20%	30%	25%
Information Technology Director	$ 7,000	$ 14,420	$ 14,853	$ 26,772	$ 23,636
Annual Salary	$ 70,000	$ 72,100	$ 74,263	$ 76,491	$ 78,786
Percent to ILA	10%	20%	20%	35%	30%
Information Technology Associate	$ 4,500	$ 9,270	$ 9,548	$ 17,210	$ 15,194
Annual Salary	$ 45,000	$ 46,350	$ 47,741	$ 49,173	$ 50,648
Percent to ILA	10%	20%	20%	35%	30%
Senior Development Officer	$ 12,000	$ 16,480	$ 16,974	$ 21,855	$ 22,510
Annual Salary	$ 80,000	$ 82,400	$ 84,872	$ 87,418	$ 90,041
Percent to ILA	15%	20%	20%	25%	25%
Development Associate	$ 11,400	$ 17,613	$ 18,141	$ 31,143	$ 32,077
Annual Salary	$ 38,000	$ 39,140	$ 40,314	$ 41,524	$ 42,769
Percent to ILA	30%	45%	45%	75%	75%
Executive Assistant to Board	$ 8,000	$ 16,480	$ 16,974	$ 17,484	$ 27,012
Annual Salary	$ 32,000	$ 32,960	$ 33,949	$ 34,967	$ 36,016
Percent to ILA	25%	50%	50%	50%	75%
Total Salaries	$ 118,300	$ 188,851	$ 191,758	$ 257,173	$ 261,118
Total Benefits	$ 23,660	$ 37,770	$ 38,352	$ 51,435	$ 52,224
Total Overhead	$ 7,800	$ 13,000	$ 12,920	$ 17,520	$ 17,720
Total Cost	$ 149,760	$ 239,621	$ 243,029	$ 326,128	$ 331,062
Surplus/Loss	$ 240	$ 379	$ (3,029)	$ 3,872	$ (1,062)
Total FTE	195%	325%	323%	438%	443%

APPENDIX D

School Name __Instituto Justice and Leadership Academies_____

Applicants are encouraged to reference the OSES Procedural Manual for Educating Students with Disabilities (http://www.oism.cps.k12.il.us/pdf/Procedural_Manual.Pdf) when completing this form. Please submit this form in both Word and PDF formats with your Full Proposal.

Requirement	Response to ISBE Request	Entity Responsible (CPS and/or school)	Title of Person in Organization Responsible
Child Find – explain how Child Find activities are implemented to identify any students who may be eligible for special education services;	Teachers and other professional personnel will conduct ongoing screenings of students who exhibit problems which interfere with their educational progress and/or their adjustment to the educational setting. As appropriate, these students should be referred for School Based Problem Solving or for a full and independent evaluation. Hearing and vision screenings are conducted at regular intervals during a student's school career and annually for all students with disabilities receiving special education and related services. The Child Find activities will include: • Collecting, maintaining and reporting current and accurate data on all public awareness and Child Find activities • Reviewing the overall success and effectiveness of CPS's public awareness and Child Find activities • Modifying CPS's public awareness and Child Find activities, as necessary and appropriate •Utilizing data relative to CPS's public awareness and child find activities to plan for the delivery of services to students with disabilities	IJLA	Special Education Teacher, Prevention and Intervention Counselors
Referral system – describe steps for Initial evaluation and Reevaluation;	IJLA will notify the parent in writing about an initial process which will determine whether the student needs special education services. Information gathered during the referral process will be used to determine whether he/she needs special services. If the school decides to test the child, the parents will be notified in writing and written consent will be given before assessment begins. A referral can come from a parent, a teacher or anyone working directly with the student. The principal must sign the referral. The IEP team needs to determine eligibility within 60 days of written consent from the parents.	IJLA	Special Education Teacher, Prevention and Intervention Counselors, Teachers

School Name __Instituto Justice and Leadership Academies____

Requirement	Response to ISBE Request	Entity Responsible (CPS and/or school)	Title of Person in Organization Responsible
Assessments – describe how the required assessments for evaluations are determined;	Based on observations and recommendations during the referral process, the IEP team will determine appropriate testing measures. Through the full and individual evaluation process, the IEP team is able to: • Identify the student's strengths and skills • Identify the student's disability/ies • Collect sufficient information to measure the adverse effect of the student's disability/ies on his/her educational performance • Identify specific instructional and support services that are needed by the student to improve his/her educational performance, regardless of whether the evaluation team determines that the student has a disability	IJLA	Special Education Teacher, Prevention and Intervention Counselors, Teachers
Timelines - describe how timelines are met for tri-annual reevaluations, yearly review or development of IEPs, sending required Notice and Consent forms to parents, and how progress is reported on IEP annual goals;	Within 60 school days of the date of written consent to conduct the full and individual evaluation, the IEP team will meet to determine the student's eligibility for special education. The IEP evaluation planning process/meeting does not trigger the 60 school days timeline; the time frame is triggered by the date written parental consent is received. When there are fewer than 60 school days left in the school year, the eligibility determination and the IEP (if relevant) will be completed prior to the first day of the fall semester. The case manager will ask parents to provide any applicable information, including reports, evaluations, health records, non-CPS school records, etc., to assist CPS in determining whether the student requires an evaluation, to avoid duplication of assessments and to assist in making appropriate decisions regarding the FIE process. If it is determined that a full and individual evaluation is not warranted, the case manager will give the parent and/or the requester (if not the parent) written notice of this decision. Annual Review: the IEP team will meet every year to assess the student's progress toward achieving annual goals, develop new goals, and determine the special education supports and services necessary for the student to meet these goals in the least restrictive environment.	IJLA	Special Education Teacher, Prevention and Intervention Counselors, Teachers, Principal

Requirement	Response to ISBE Request	Entity Responsible (CPS and/or school)	Title of Person in Organization Responsible
	3-year Reevaluation: the IEP team will determine whether a student remains eligible for special education services. A reevaluation will be required at least once every three years.		
Parental involvement – define the provision for parent involvement in the Special Education process;	Written consent must be obtained before any evaluation of student. Parents have the opportunity to participate in meetings related to the identification, evaluation and educational placement of the child. Steps will consist of reasonable efforts to convince the parents to attend the meeting and must include: • Scheduling the meeting at a mutually agreed upon time and place • At least 10 days prior to the meeting, notify parents (in their native language if other than English) and other persons, who will be attending • The parent may agree, in writing, to waive the right to the 10-day notice	IJLA	Special Education Teacher, Prevention and Intervention Counselors
Provision of services – indicate how the full range of Special Education services and related services in the Least Restrictive Environment will be provided;	Every attempt will be made to place a student in the Least Restrictive Environment. Persons providing related services must consider the least restrictive environment for determining where the student will receive services. The primary instructional model for delivery of specialized instruction should be identified. Services provided in the regular education classroom with supplemental aids and services should always be considered first. Five instructional models are described below. A student may be served using combinations of the following 5 models: • Consultation (CON) • Team Teaching (TT) • Collaborative Teaching/Regular Education Class (CT/RE) • Separate Class (SC) • Community-based Instruction (CBI)	IJLA	Special Education Teacher, Prevention and Intervention Counselors, Teachers, Principal

School Name __Instituto Justice and Leadership Academies_____

Requirement	Response to ISBE Request	Entity Responsible (CPS and/or school)	Title of Person in Organization Responsible
FAPE – describe how Free Appropriate Public Education will be provided;	Students with disabilities are entitled to a free appropriate public education provided at no charge per section 504 of the *Rehabilitation Act of 1973*. IJLA will follow this guideline.	IJLA	Principal
Confidentiality of records - provide method of access to records, access controls in place, guidelines for appropriateness of special education documents in temporary files;	IJLA will follow state and federal guidelines for student record management as well as follow the CPS Policy: Guidelines for Maintenance of Student Records and CPS Policy on Parent and Student Rights of Access to and Confidentiality of Student Records.	IJLA	Special Education Teacher, Prevention and Intervention Counselors, Teachers, Principal
Define the discipline code as applied to special education students and/or if this topic is covered in the CPS Uniform Discipline Code;	IJLA will follow the CPS Uniform Discipline Code as well as the procedural guide for students with disabilities.	IJLA	Special Education Teacher, Prevention and Intervention Counselors, Principal
Functional Assessments of Behavior – describe this provision;	Prior to the IEP conference, the teacher of the child will keep a 10 week anecdotal record of instances of inappropriate behavior, documenting in particular the time of their occurrence, their intensity and their duration. The teacher will voice a presumed cause of such actions. Possible environmental effects will be examined and a chart of the student's behavioral patterns will be created.	IJLA	Special Education Teacher, Prevention and Intervention Counselors, Teachers
Behavior Intervention Plans – describe how these will be implemented;	The IEP team will determine any restrictive, non-restrictive, or highly restrictive intervention techniques to be used with the child. Teachers, school support staff and individuals responsible for the child and home or elsewhere will be provided with a full copy of the intervention plan. Annual goals and a monitoring system will be developed for documentation at specific intervals.	IJLA	Special Education Teacher, Prevention and Intervention Counselors, Teachers

School Name __Instituto Justice and Leadership Academies_____

Requirement	Response to ISBE Request	Entity Responsible (CPS and/or school)	Title of Person in Organization Responsible
ISAT/PSAE/IAA determination - indicate how ISAT/PSAE/IAA testing is determined by the IEP team;	A decision regarding accommodation for assessment will be determined at the IEP meeting. Educational accommodation in support will be provided.	IJLA	Special Education Teacher, Prevention and Intervention Counselors, Teachers, Principal
ISAT/PSAE accommodations - indicate how ISAT/PSAE accommodations will be made for students with disabilities whose IEPs require accommodations;	It is during this time that the IEP team discusses the appropriateness of communication and assistive technology supports. These are the following considerations: • Consideration of Special Factors – special considerations need to be addressed in developing the IEP. It is during this time that the IEP team discusses the appropriateness of communication and assistive technology. • Supplementary Aids, Accommodations and Modifications – This is the time when the IEP team discusses the services, activities and supports that will be provided in general education classes and other education-related settings which allow the student to be educated with non-disabled peers to the maximum extent appropriate. • District-Wide Assessments – The IEP team documents the participation of the student in district-wide assessments. • State-Wide Assessments – The IEP team documents the participation of the student in state academic assessments. Non-participation is not an option. • Assessment Accommodations – During this part of the IEP meeting the team will document the accommodations that are needed to facilitate the participation of the student in district-wide and state assessments. As stated in the IEP document "The accommodations should be appropriate for that particular assessment and reflective of those already identified for the student in the Supplementary Aids, Accommodations and Modifications".	IJLA	Special Education Teacher, Prevention and Intervention Counselors, Teachers, Principal
Extended School Year – describe how extended school year services will be provided;	All students with disabilities will be considered for ESY annually before August 1st. Such opportunities will be provided for those students which show likelihood of regression during the summer months. In such cases, the student will continue attending school throughout the months of July and August. The likelihood of regression will be determined by examining the student's progress toward his/her IEP goals thus far paying particular attention to any periods of regression during student	IJLA	Special Education Teacher, Prevention and Intervention Counselors, Teachers, Principals

Requirement	Response to ISBE Request	Entity Responsible (CPS and/or school)	Title of Person in Organization Responsible
	absences.		
Transition planning – describe the methods used, agencies involved, participation of agencies, tracking post-graduation implementation;	During the IEP meeting, the IEP team will focus on the wants and needs of the student and recognize the importance of both formal and informal supports in assisting the student in achieving his/her goals. Transition services will consist of a coordinated set of activities for the students. Instituto del Progreso Latino will continue to provide needed services and support for the student and the families of students and will develop a usable transition plan that will include activities such as: • Post-secondary education • Vocational training • Integrated employment • Supported employment • Continuing/adult education • Adult services • Independent living • Community participation	IJLA	Special Education Teacher, Prevention and Intervention Counselors, Teachers
Special transportation – describe provisions for this service;	It is expected that all students will provide their own transportation. If students require special transportation services, it will be provided on an individual basis at the IEP meeting. Justification for special transportation needs to be justified in writing during the IEP meeting.	IJLA	Special Education Teacher, Prevention and Intervention Counselors, Principal
Indicate parent education, notification and involvement in all the above areas;	Parents will be an intricate part of the IEP meeting and will be encouraged to participate before and during this process.	IJLA	Special Education Teacher, Prevention and Intervention Counselors

School Name __Instituto Justice and Leadership Academies____

Requirement	Response to ISBE Request	Entity Responsible (CPS and/or school)	Title of Person in Organization Responsible
Describe how the charter school will perform background checks as well as credential verification of the prospective special education personnel;	IJLA policy requires that all personnel employed at the school to undergo background investigations as well as credential verification.	IJLA	Principal
Describe how all services and resources required by a student's IEP will be provided.	It is a priority of IJLA that the IEP requirements for every student are fulfilled and that anyone having contact with the student has a clear understanding of how the student will be supported throughout the IEP. This will be assessed and reviewed by the IEP team during their meetings on an ongoing basis.	IJLA	Special Education Teacher, Prevention and Intervention Counselors, Teachers, Principal
Describe how the charter school will determine class size to remain in compliance with federal and state requirements.	IJLA makes it a priority to keep class sizes small in order to provide individual attention and instruction to all students. The average class size will be between 16 – 18 students, with no more than 20 students per class. IJLA will be certain to monitor the special needs of student and remain in compliance with federal and state requirements.	IJLA	Special Education Teacher, Teachers, Principal

APPENDIX E

Instituto Justice & Leadership Academies

2011-2012 School Calendar-Every Wednesday Release Time (Banks 42 minutes each full day)

	July-11	August-11	September-11	October-11	November-11	December-11	January-12	February-12	March-12	April-12	May-12	June-12
1			TI	WKND	I	I	WKND	ED-PD	I	WKND	I	I
2	WKND		TI	WKND	ED-PD	I	H	I	I	H	ED-PD	WKND
3	WKND		WKND	I	I	WKND	H	I	WKND	H	I	WKND
4			WKND	I	I	WKND	H	WKND	WKND	H	I	I
5			H	ED-PD	WKND	I	H	WKND	H	H	WKND	I
6		WKND	PD	I	WKND	I	H	I	I	H	WKND	ED-PD
7		WKND	I	I	I	ED-PD	WKND	I	ED-PD	WKND	I	I
8			I	WKND	I	I	WKND	ED-PD	I	WKND	I	G
9	WKND		I	WKND	ED-PD	I	I	I	I	I	ED-PD	WKND
10	WKND		WKND	H	PD	WKND	I	I	WKND	I	I	WKND
11			WKND	I	H	WKND	ED-PD	WKND	WKND	ED-PD	I	I
12			I	ED-PD	WKND	I	I	WKND	I	I	WKND	I
13		WKND	I	I	WKND	I	I	H	I	PD	WKND	ED-PD
14		WKND	ED-PD	I	I	ED-PD	WKND	I	ED-PD	WKND	I	PD
15			I	WKND	I	I	WKND	ED-PD	I	WKND	I	LD
16	WKND		I	WKND	ED-PD	I	H	I	I	I	ED-PD	WKND
17	WKND	TI	WKND	I	RC	WKND	I	I	WKND	I	I	WKND
18		TI	WKND	I	I	WKND	ED-PD	WKND	WKND	ED-PD	I	EM
19		TI	I	ED-PD	WKND	I	I	WKND	I	RC	WKND	EM
20		WKND	I	I	WKND	I	I	H	I	I	WKND	EM
21		WKND	ED-PD	I	I	ED-PD	WKND	I	ED-PD	WKND	I	EM
22		TI	I	WKND	I	I	WKND	ED-PD	I	WKND	I	EM
23	WKND	TI	I	WKND	ED-PD	I	I	I	I	I	ED-PD	WKND
24	WKND	TI	WKND	I	H	WKND	I	I	WKND	I	I	WKND
25		TI	WKND	I	H	WKND	ED-PD	WKND	WKND	ED-PD	I	
26		TI	I	ED-PD	WKND	H	I	WKND	I	I	WKND	
27		WKND	I	I	WKND	H	PD	I	I	I	WKND	
28		WKND	ED-PD	I	I	H	WKND	I	ED-PD	WKND	H	
29		TI	I	WKND	I	H	WKND	ED-PD	I	WKND	I	
30	WKND	TI	I	WKND	ED-PD	H	I	N/A	I	I	ED-PD	WKND
31	WKND	TI	N/A	I	N/A	WKND	I	N/A	WKND	N/A	I	N/A

H	25	ED-PD	37	RC	0	TI	18	EM	5
PD	4	ED-RC	0	RCD	0	INT	0	G	1
Instructional days (state min = 170)			174						

Please enter the codes below into the calendar above. Remove "I" codes for days that correspond to any of the other codes listed below and for days that occur prior to the start or after the end of your school year. Please add "I" codes for days of instruction occurring prior to the start or after the end of the CPS school year. CPS holidays have already been marked with an H.

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I	Instructional day
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CPS 2011-2012 Holidays

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November 24	Thanksgiving
January 16	ML King's Birthday
February 20	President's Day
March 5	C. Pulaski's Birthday
May 28	Memorial Day

CPS Regular Calendar 2011-2012 Intersessions

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April 2-6	CPS Spring Break

Please enter the information requested below

Time building is opened	7:00
School start time	8:30
School end time	3:30 PM
Time building is closed	9:00 PM
Date summer school begins (if applicable)	25-Jun
Date summer school ends (if applicable)	3-Jul
Student Application Deadline	25-Jun
Lottery Date	27-Jun-11

2011-12 School Year

High School Bell Schedule

SIP Day Every Wednesday per Month

Restructure Day

	Monday	Tuesday	Wednesday	Thursday	Friday
ENTRY TIME	8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM
NON-INSTRUCTIONAL TIME*	50 min (25 min lunch, 5 passing periods, 10 min break)				
PERIOD NO. 1	8:30 AM - 9:15 AM	8:30 AM - 9:15 AM	8:30 AM - 9:20 AM	8:30 AM - 9:15 AM	8:30 AM - 9:10 AM
PERIOD NO. 2	9:18 AM - 10:53 AM	9:18 AM - 10:53 AM	9:23 AM - 10:13 AM	9:18 AM - 10:53 AM	9:13 AM - 10:43 AM
PERIOD NO. Life Skills/Colloquim	11:24 AM - 11:49 AM	11:24 AM - 11:49 AM		11:24 AM - 11:49 AM	2:30 PM - 3:15 PM
PERIOD NO. 3	11:52 AM - 1:27 PM	11:52 AM - 1:27 PM	10:16 AM - 11:06 AM	11:52 AM - 1:27 PM	11:14 AM - 12:44 PM
PERIOD NO. 4	1:40 PM - 3:15 PM	1:40 PM - 3:15 PM	11:09 AM - 11:59 AM	1:40 PM - 3:15 PM	12:47 PM - 2:17 PM
PERIOD NO. Life Skills/Colloquim			12:02 AM - 12:32 AM		
PERIOD NO.					
PERIOD NO.					
PERIOD NO.					
PERIOD NO.					
DISMISSAL TIME	3:15 PM	3:15 PM		3:15 PM	3:15 PM
LENGTH OF INSTRUCTIONAL DAY**	355 min	355 min		355 min	355 min

*Minutes that include opening activities and/or other non-instructional activities as part of the model selected for your school.

**Instructional day excludes the time required to enter and leave the building, passing time, lunch periods and any other non-instructional activities.

Instructional day must include a minimum of 338 instructional minutes and does not include lunch period and passing time.

Instituto Justice & Leadership Academies

2011-2012 School Calendar-Every Wednesday Release Time (Banks 42 minutes each full day)

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4			WKND	I	I	WKND	H	WKND	WKND	H	I	I
5			H	ED-PD	WKND	I	H	WKND	H	H	WKND	I
6		WKND	FD	I	WKND	I	H	I	I	H	WKND	ED-PD
7		WKND	I	I	I	ED-PD	WKND	I	ED-PD	WKND	I	I
8			I	WKND	I	I	WKND	ED-PD	I	WKND	I	G
9	WKND		I	WKND	ED-PD	I	I	I	I	I	ED-PD	WKND
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11			WKND	I	H	WKND	ED-PD	WKND	WKND	ED-PD	I	I
12			I	ED-PD	WKND	I	I	WKND	I	I	WKND	I
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22		TI	I	WKND	I	I	WKND	ED-PD	I	WKND	I	EM
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		TI	WKND	I	H	WKND	ED-PD	WKND	WKND	ED-PD	I	
		TI	I	ED-PD	WKND	H	I	WKND	I	I	WKND	
		WKND	I	I	WKND	H	PD	I	I	I	WKND	
		WKND	ED-PD	I	I	H	WKND	I	ED-PD	WKND	H	
		TI	I	WKND	I	H	WKND	ED-PD	I	WKND	I	
	WKND	TI	I	WKND	ED-PD	H	I	N/A	I	I	ED-PD	WKND
	WKND	TI	N/A	I	N/A	WKND	I	N/A	WKND	N/A	I	N/A

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PERIOD NO. Life Skills/Colloquim	11:24 AM - 11:49 AM	11:24 AM - 11:49 AM	[redacted]	11:24 AM - 11:49 AM	1:10 PM - 1:55 PM
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PERIOD NO. Life Skills/Colloquim			12:07 AM - 12:32 AM		
PERIOD NO.					
PERIOD NO.					
PERIOD NO.					
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DISMISSAL TIME	3:15 PM	3:15 PM		3:15 PM	3:15 PM
LENGTH OF INSTRUCTIONAL DAY**	355 min	355 min		355 min	355 min

Restructure Day

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Instituto Justice & Leadership Academies

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2	WKND		TI	WKND	ED-PD	I	H	I	I	H	ED-PD	WKND
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4			WKND	I	I	WKND	H	WKND	WKND	H	I	I
5			H	ED-PD	WKND	I	H	WKND	H	H	WKND	I
6		WKND	FD	I	WKND	I	H	I	I	H	WKND	ED-PD
7		WKND	I	I	I	ED-PD	WKND	I	ED-PD	WKND	I	I
8			I	WKND	I	I	WKND	ED-PD	I	WKND	I	G
9	WKND		I	WKND	ED-PD	I	I	I	I	I	ED-PD	WKND
10	WKND		WKND	H	PD	WKND	I	I	WKND	I	I	WKND
11			WKND	I	H	WKND	ED-PD	WKND	WKND	ED-PD	I	I
12			I	ED-PD	WKND	I	I	WKND	I	I	WKND	I
13		WKND	I	I	WKND	I	I	H	I	PD	WKND	ED-PD
14		WKND	ED-PD	I	I	ED-PD	WKND	I	ED-PD	WKND	I	PD
15			I	WKND	I	I	WKND	ED-PD	I	WKND	I	LD
16	WKND		I	WKND	ED-PD	I	H	I	I	I	ED-PD	WKND
17	WKND	TI	WKND	I	RC	WKND	I	I	WKND	I	I	WKND
18		TI	WKND	I	I	WKND	ED-PD	WKND	WKND	ED-PD	I	EM
19		TI	I	ED-PD	WKND	I	I	WKND	I	RC	WKND	EM
20		WKND	I	I	WKND	I	I	H	I	I	WKND	EM
21		WKND	ED-PD	I	I	ED-PD	WKND	I	ED-PD	WKND	I	EM
22		TI	I	WKND	I	I	WKND	ED-PD	I	WKND	I	EM
23	WKND	TI	I	WKND	ED-PD	I	I	I	I	I	ED-PD	WKND
24	WKND	TI	WKND	I	H	WKND	I	I	WKND	I	I	WKND
25		TI	WKND	I	H	WKND	ED-PD	WKND	WKND	ED-PD	I	
26		TI	I	ED-PD	WKND	H	I	WKND	I	I	WKND	
27		WKND	I	I	WKND	H	PD	I	I	I	WKND	
28		WKND	ED-PD	I	I	H	WKND	I	ED-PD	WKND	H	
29		TI	I	WKND	I	H	WKND	ED-PD	I	WKND	I	
30	WKND	TI	I	WKND	ED-PD	H	I	N/A	I	I	ED-PD	WKND
31	WKND	TI	N/A	I	N/A	WKND	I	N/A	WKND	N/A	I	N/A

H	25	ED-PD	37	RC	0	TI	18	EM	5
PD	4	ED-RC	0	RCD	0	INT	0	G	1
Instructional days (state min = 170)			174						

Please enter the codes below into the calendar above. Remove "I" codes for days that correspond to any of the other codes listed below and for days that occur prior to the start or after the end of your school year. Please add "I" codes for days of instruction occurring prior to the start or after the end of the CPS school year. CPS holidays have already been marked with an H.

Legend - Do not use colors

I	Instructional day
FD	First day of school
Q/T	End of quarter or trimester
PD	Professional Development/Staff Development: No students present
H	Holiday: No school
ED-PD	Early dismissal: 1/2 day attendance for students due to PD
ED-RC	Early dismissal: 1/2 day attendance for students due to report card pickup
RC	Report card pick-up/Parent Teacher conference: No students present
RCD	Report card distribution: Students present
LD	Last day of school
TI	Teacher Institute
INT	Intersession
EM	Emergency day
G	Graduation date(s) if applicable

CPS 2011-2012 Holidays

5-Sep	Labor Day
October 10	Columbus Day
November 11	Veterans Day
November 24	Thanksgiving
January 16	ML King's Birthday
February 20	President's Day
March 5	C. Pulaski's Birthday
May 28	Memorial Day

CPS Regular Calendar 2011-2012 Intersessions

December 24-January 8	CPS Winter Break
April 2-6	CPS Spring Break

Please enter the information requested below

Time building is opened	7:00
School start time	8:30
School end time	3:30 PM
Time building is closed	9:00 PM
Date summer school begins (if applicable)	25-Jun
Date summer school ends (if applicable)	3-Jul
Student Application Deadline	25-Jun
Lottery Date	27-Jun-11

2011-12 School Year

High School Bell Schedule

SIP Day Every Wednesday per Month

	Monday	Tuesday	Wednesday	Thursday	Friday
ENTRY TIME	8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM
NON-INSTRUCTIONAL TIME*	50 min (25 min lunch, 5 passing periods, 10 min break)				
PERIOD NO. 1	8:30 AM - 9:15 AM	8:30 AM - 9:15 AM	8:30 AM - 9:20 AM	8:30 AM - 9:15 AM	8:30 AM - 9:10 AM
PERIOD NO. 2	9:18 AM - 10:53 AM	9:18 AM - 10:53 AM	9:23 AM - 10:13 AM	9:18 AM - 10:53 AM	9:13 AM - 10:43 AM
PERIOD NO. Life Skills/Colloquium	11:24 AM - 11:49 AM	11:24 AM - 11:49 AM	[redacted]	11:24 AM - 11:49 AM	12:50 PM - 3:13 PM
PERIOD NO. 3	11:52 AM - 1:27 PM	11:52 AM - 1:27 PM	10:16 AM - 11:06 AM	11:52 AM - 1:27 PM	11:14 AM - 12:44 PM
PERIOD NO. 4	1:40 PM - 3:15 PM	1:40 PM - 3:15 PM	11:09 AM - 11:59 AM	1:40 PM - 3:15 PM	12:47 PM - 2:17 PM
PERIOD NO. Life Skills/Colloquium			11:02 AM - 11:11 AM		
PERIOD NO.					
PERIOD NO.					
PERIOD NO.					
PERIOD NO.					
DISMISSAL TIME	3:15 PM	3:15 PM		3:15 PM	3:15 PM
LENGTH OF INSTRUCTIONAL DAY**	355 min	355 min		355 min	355 min

Restructure Day

*Minutes that include opening activities and/or other non-instructional activities as part of the model selected for your school.

**Instructional day excludes the time required to enter and leave the building, passing time, lunch periods and any other non-instructional activities.

Instructional day must include a minimum of 338 instructional minutes and does not include lunch period and passing time.

APPENDIX F

2010 RFP
INSPECTING ARCHITECT'S REPORT

Please note, where ADA issues are noted herein, be sure they are included in the additional ADA Compliance Report (Appendix G).

Site Address:	4201 West 36th St.
Number of Buildings:	01
(Please complete a separate report for each building on site that students will access)	
School Name:	Instituto del Progresso Latino
Inspector's Name: (include firm if appropriate)	Cosmin Vrajitoru, David Ruffing - JGMA (architecture) Santos Torres, Jonathan Kulpit - Mepis (MEPFP)
Telephone:	312 895 4438 (JGMA) 312 297 1184 (MEPIS)
Date:	August 19, 2011

2010 RFP
INSPECTING ARCHITECT'S REPORT

General Building Info

Construction Type (if multiple types, list all)	I-B			
Approximate Age of each construction type, building addition, wing, etc.	30 Years			
Approximate Size of Building (sq. ft.)	38,280	Useable Space (sq. ft.)	17,800	
Approximate Amount of Space School Needs (sq. ft.)	16,000			
Number of Floors	4	Approximate sq. ft. per Floor	9,570	
	2 Occupied	2 Unoccupied		
Current and Previous Uses	Office – Multi Tenant			
Appearance	___Poor	X Good	___ Excellent	
Maintenance	___Poor	X Good	___ Excellent	
Describe Area	X Depressed	___ Stable	___ Prosperous	
Current Zoning	M 3-3	Is school use permitted?	___YES	X NO

2010 RFP
INSPECTING ARCHITECT'S REPORT

Please indicate in the Comments whether estimates are for the entire building and/or just the portion(s) occupied by the school.

EXTERIOR

Site

	Condition						Code Issues		
	Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Replacement	Nonexistent (must be constructed/ added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
Street-Alley-Drives	X								
Parking	X								
Fences	X								
Landscaping		X							$10,000
Drainage	X								
Playground						X			

Comments

Sufficient parking to accommodate the code requirement is available. One additional ADA accessible spot will be required by the front entrance.

Structural

	Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Replacement	Nonexistent (must be constructed/ added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
Roofs-Flashing	X								
Parapet Walls-Capping	X								
Gutters-Downspouts	X								
Masonry						X			
Lintels	X								
Entrance Stairs and Landings	X								
Windows	X								

Doors	X								
Foundation	X								

Comments

INTERIOR

		Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Replacement	Nonexistent (must be constructed/ added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
General	Foundation-Piers-Beams	X								
	Hallways-Stairways		X			X				$40,000
	Doors-Windows-trim	X								
	Elevators	X								
	Bathrooms	X				X				$16,000
	Interior School Buildout					X				$200,000
	Basement						X			
MEP Systems	HVAC	X								$50,000
	Plumbing System	X				X				$25,000

Comments

Space is currently partitioned for multi tenant office. A full tenant built out will be necessary to accommodate new school use.

Part of south stair is left unfinished with insulation exposed. Portion of steel beam fireproofing inside the stair is missing.

One additional water closet and one additional lavatory will have to be added if only one floor will be occupied.
Two drinking fountains will have to be provided

A new hallway with 1hr rated wall to the classrooms

Plumbing Fixtures	X				X				$10,000
Water Heaters	X				X				$5,000
Electrical System	X	X							$60,000

Comments

Plumbing Fixtures: The existing plumbing fixtures are in good condition however addition fixtures will be required to accommodate the proposed occupancy load.

Water Heaters: The existing water heater for hand washing is in good condition but does not have enough capacity for food service. If food service is provided an additional water heater will need to be provided in the food service space or the existing water heater will need to be replaced with a unit of greater capacity.

Electrical System: The electrical system is in excellent condition, the equipment appears to be in very good condition and could continue to be utilized and reused in the future. The equipment is probably new or has been replaced in the last few years and has been well maintained and should be considered for long-term usage. However special (clean) power for computer labs should be provided.

Fire & Life Safety										
	Sprinkler System						X			N/A
	Fire Alarms					X				$75,000
	Emergency Exits									
	Signage-Lighting-Smoke Detectors					X				*
	Carbon Monoxide detectors					X				**
	Asbestos						X			
	Lead Based Paint						X			
	UST/Hazardous Substances						X			
	Security System					X				$15,000

Comments

Fire Alarms: The building is not equipped with a fire alarm detection system. A Class I Fire Alarm Detection System should be provided and base on the following building category:

- Institutional Buildings 2 floors or less (8000Sq. fl/flr max)
- Type I = Day Care (over 100 Children), Kindergarten, Elementary, Junior High, High School

X*: Smoke Detectors are none existence and shall be provided as part the new Fire Alarm Detection System.

X** Carbon Monoxide Detectors are none existence and shall be provided as part of the new Fire Alarm Detection System

Security System: A new security system shall be provided

School-specific	Auditorium						X			
	Gymnasium						X			
	Kitchen & kitchen equipment						X			
	Lunchroom					X				$12,000
	Science Lab					X				$13,000
	Comments All required spaces will be part of the tenant build out.									

Total Renovation Costs (sum of above costs)	$ 531,000
ADA Renovation Costs (additional work from ADA Report not included above)	$ 16,000
Contingency	$ 54,700
General Contractor's Overhead and Profit	$ 72,204
GRAND TOTAL	**$ 673,904**

2010 RFP
INSPECTING ARCHITECT'S REPORT

Please note, where ADA issues are noted herein, be sure they are included in the additional ADA Compliance Report (Appendix G).

Site Address:	2570 S. Blue Island Ave.
Number of Buildings:	01
(Please complete a separate report for each building on site that students will access)	
School Name:	Instituto del Progresso Latino
Inspector's Name: (include firm if appropriate)	Cosmin Vrajitoru, David Ruffing - JGMA (architecture) Santos Torres, Jonathan Kulpit - Mepis (MEPFP)
Telephone:	312 895 4438 (JGMA) 312 297 1184 (MEPIS)
Date:	August 19, 2011

2010 RFP
INSPECTING ARCHITECT'S REPORT

General Building Info

Construction Type (if multiple types, list all)	Type II			
Approximate Age of each construction type, building addition, wing, etc.	50 years			
Approximate Size of Building (sq. ft.)	15,000	Useable Space (sq. ft.)	15,000	
Approximate Amount of Space School Needs (sq. ft.)	16,000			
Number of Floors	2 + Basement	Approximate sq. ft. per Floor	6,500	
	2 Occupied	0 Unoccupied		
Current and Previous Uses	Current: Adult Education, Office	Previous: Hotel		
Appearance	X Poor	___Good	___ Excellent	
Maintenance	___Poor	X Good	___ Excellent	
Describe Area	X Depressed	___ Stable	___ Prosperous	
Current Zoning	C1-3	Is school use permitted?	X YES	___ NO

2010 RFP
INSPECTING ARCHITECT'S REPORT

Please indicate in the Comments whether estimates are for the entire building and/or just the portion(s) occupied by the school.

EXTERIOR

		Condition						Code Issues		
		Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Replacement	Nonexistent (must be constructed/ added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
Site	Street-Alley-Drives	X								
	Parking	X						X		
	Fences	X								
	Landscaping	X								
	Drainage			X						$9,000
	Playground						X			

Comments
Roof downspouts are currently discharged directly in the parking area. Will need to be connected directly to the sewer line.
New code compliant guardrail will have to be installed at open basement access stair at parking location.
Accessible parking provided as reserved street parking on Blue Island Ave.

Structural	Roofs-Flashing	X								
	Parapet Walls-Capping	X								
	Gutters-Downspouts	X								
	Masonry	X								
	Lintels	X								
	Entrance Stairs and Landings	X								
	Windows	X								
	Doors	X								
	Foundation	X								

Comments
Downspouts will need to be connected to sewer line.
Landing at North entrance stair is too short and not per code. Stair needs to be reconfigured. East exit stair discharge and West exit from Lunch Room have currently two steps in front of doors. Landings will need to be provided as per code.
Most windows show sealant deterioration and failure at glazing unit. New sealant will have to be provided or all windows will have to be replaced

INTERIOR

General	Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Replacement	Nonexistent (must be constructed/ added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
Foundation-Piers-Beams	X								
Hallways-Stairways		X	X				X	X	$25,000
Doors-Windows-trim	X								
Elevators					X		X		$70,000
Bathrooms			X				X		$16,000
Basement		X							$7,000

Comments
Floor assembly will have to be protected for one hour fire rating.
Corridor width is less than min 60" required for schools. Commissioner of Buildings and Fire Commissioner to determine if additional exits are required.
Guards and rails need to be replaced at SE stair to comply with code requirements.
Storage Closet build over NE exit stair needs to be demolished to allow for code required head clearance.
All doors need to have accessible hardware. New doors that swing in the direction of travel need to be provided at all classrooms. Recessed alcoves need to be provided at all doors swinging into corridors to maintain exit width requirements.
A new elevator will have to be provided to allow for ADA accessibility for the second floor.
Restrooms are insufficiently sized for the expected occupancy load. One additional water closet and one additional lavatory need to be provided preferably on the second level where currently there are none.

2010 RFP
INSPECTING ARCHITECT'S REPORT

		Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Replacement	Nonexistent (must be constructed/ added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
MEP Systems	HVAC		X							$10,000
	Plumbing System		X							$ 4,000
	Plumbing Fixtures		X							$ 6,000
	Water Heaters				X	X				$ 10,000
	Electrical System		X							$25,000

Comments

Plumbing System and Plumbing Fixtures: Existing toilet rooms require replacement and renovation. Additional toilet rooms will be required for proposed occupant load.

Electrical System: The electrical System is in good condition, the equipment appears to be in reasonably good condition and requires minor updating, cleaning, adjusting, etc. to be able to continue to be utilized and reused in the future. The equipment has been well maintained and could be considered for long-term usage. However special (clean) power for computer labs should be provided. Emergency lighting shall be modified and telecommunication system should be updated.

		Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Replacement	Nonexistent (must be constructed/ added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
Fire & Life Safety	Sprinkler System						X			N/A
	Fire Alarms	X								
	Emergency Exits	X								
	Signage-Lighting-Smoke Detectors	X								*
	Carbon Monoxide detectors				X					**
	Asbestos						X			***
	Lead Based Paint						X			***
	UST/Hazardous Substances	X								
	Security System	X				X				

Comments

Fire Alarms: The fire alarm detection system is existing and should be replaced with a new fire alarm detection system. A Class I Fire Alarm Detection System should be provided and base on the following building category:

- Institutional Buildings 2 floors or less (8000Sq. fl/flr max)
- Type I = Day Care (over 100 Children), Kindergarten, Elementary, Junior High, High School

X*: Smoke Detectors are existing and are being replaced as part the new Fire Alarm Detection System.
X** Carbon Monoxide Detectors are existing and are being replaced as part of the new Fire Alarm Detection System
X***: No Asbestos or Lead Based Paint was identified during the visual inspection but it is possible that some might be discovered during the remodeling work. A specialized contractor licensed to perform abatement work of such substances will have to be involved.
Some mold was identified on the bottom of deck above Lunch Room an will need to be removed.

School-specific	Auditorium						X			
	Gymnasium						X			
	Kitchen & kitchen equipment						X			
	Lunchroom	X								

Comments
Presence of mold was identified in the ceiling space of the lunchroom and will need to be abated.
One combination Chemistry/Biology lab will be required for the proposed new use.

Total Renovation Costs (sum of above costs)	$ 182,000
ADA Renovation Costs (additional work from ADA Report not included above)	$ 13,000
Contingency	$ 19,500
General Contractor's Overhead and Profit	$ 25,740
GRAND TOTAL	**$ 240,240**

2010 RFP
INSPECTING ARCHITECT'S REPORT

Please note, where ADA issues are noted herein, be sure they are included in the additional ADA Compliance Report (Appendix G).

Site Address:	7020 S. Fairfield, Chicago, IL 60629 (St. Adrian Catholic Church)
Number of Buildings:	01
(Please complete a separate report for each building on site that students will access)	
School Name:	Instituto del Progresso Latino
Inspector's Name: (include firm if appropriate)	Cosmin Vrajitoru, David Ruffing - JGMA (architecture) Santos Torres, Jonathan Kulpit - Mepis (MEPFP)
Telephone:	312 895 4438 (JGMA) 312 297 1184 (MEPIS)
Date:	August 19, 2011

2010 RFP
INSPECTING ARCHITECT'S REPORT

General Building Info

Construction Type (if multiple types, list all)	I-B or I-C		
Approximate Age of each construction type, building addition, wing, etc.	80 years		
Approximate Size of Building (sq. ft.)	17,000	Useable Space (sq. ft.)	17,000
Approximate Amount of Space School Needs (sq. ft.)	16,000		
Number of Floors	2 No Basement	Approximate sq. ft. per Floor	8,500
	0 Occupied	2 Unoccupied	
Current and Previous Uses	School		
Appearance	___Poor	X Good	___ Excellent
Maintenance	X Poor	___ Good	___ Excellent
Describe Area	X Depressed	___ Stable	___ Prosperous
Current Zoning	___RS-3_____	Is school use permitted?	_X_YES ___ NO

2010 RFP
INSPECTING ARCHITECT'S REPORT

Please indicate in the Comments whether estimates are for the entire building and/or just the portion(s) occupied by the school.

EXTERIOR

Site

	Condition						Code Issues		
	Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Replacement	Nonexistent (must be constructed/ added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
Street-Alley-Drives	X								
Parking	X								
Fences		X							$4,000
Landscaping	X								
Drainage	X								
Playground						X			

Comments
Parking is in good condition and is shared with the attached Church. Drop off should be on Fairfield and a new accessible ramp should be installed. Minor repairs required at rod iron fence on Fairfield.

Structural

	Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Replacement	Nonexistent (must be constructed/ added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
Roofs-Flashing			X	X					$85,000
Parapet Walls-Capping		X							$17,000
Gutters-Downspouts	X								
Masonry	X								
Lintels	X								
Entrance Stairs and Landings			X		X		X		15,000
Windows			X						$108,000

Doors		X					X		
Foundation	X								

Comments

Extensive water damage was noticed on the ceiling and East wall on the second floor. Extensive roof repair or full replacement should be performed.

Parapets and wall capping appear in good condition but some damage is expected on the roof side of parapet due to water infiltration.

Windows have single panes glazing. All windows should be replaced with energy efficient insulated glazing units.

Current only ADA accessible entrance is at the lunchroom exit and has a wooden ramp. A new accessible entrance with a concrete ramp should be provided from the parking area. An additional concrete ramp should be provided at the SE Fairfield side entrance.

INTERIOR

	Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Replacement	Nonexistent (must be constructed/ added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
General									
Foundation-Piers-Beams	X								
Hallways-Stairways		X					X		$18,000
Doors-Windows-trim				X			X		$13,000
Elevators					X		X		$70,000
Bathrooms				X			X		$11,000
Basement						X			

Comments

Building seems structurally sound. Most of the cracking in the plaster on the second floor is assumed to be the result of water damage.

Corridor walls are not rated. Stairs are not enclosed. Due to no change in use current condition can be maintained. Hardware at all doors needs to be changed to comply with ADA requirements. Widow casing should be replaced in the areas where it is damaged by water.

Second floor is currently not accessible. An elevator should be installed for the building to be fully accessible.

Restrooms are separated in men's on the First Floor and Women's on the Second Floor. Should be reconfigured to provide bathroom for both sexes on the same level. All bathroom fixtures need to be replaced. Accessible stalls need to be provided. New accessible water fountains need to be installed in the corridors

Good (no work needed) | Minor Repairs Needed | Major Repairs needed | Replacement | Nonexistent (must be constructed/ added) | Not Applicable | ADA Issue (refer to the ADA report) | Building Code Violation | Rough Cost Estimate

2010 RFP
INSPECTING ARCHITECT'S REPORT

		Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Replacement	Nonexistent (must be constructed/ added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
MEP Systems	HVAC		X			X				$10,000
	Plumbing System				X					$50,000
	Plumbing Fixtures				X					$50,000
	Water Heaters				X					$10,000
	Electrical System	X								

Comments

HVAC: The functionality of the existing steam heating system could not be verified however at least minor repairs should be anticipated. There is currently no cooling system for this facility. Associated cost is for anticipated minor repairs only.

Plumbing System and Plumbing Fixtures: The existing plumbing system and fixtures are in disrepair and require replacement. Currently there is only one toilet room on each floor. The men's room is on the first floor and the women's room is on the second floor. A second toilet room will need to be provided on each floor.

Electrical System: The electrical system appears to be in fair condition, the equipment appears to be in fair condition and could continue to be used in the foreseeable short-term time period, even though it is nearing the end of its useful life expectancy. Additional maintenance and monitoring of equipment could yield short-term usage. However, long-term consideration should be given to updating and/or replacing the equipment or reusing it for a different service, if possible. Also, special (clean) power for computer labs should be provided. Emergency lighting shall be modify and telecommunication system should be updated. However, the

Fire & Life Safety	Sprinkler System						X			N/A
	Fire Alarms									$75,000
	Emergency Exits		X							
	Signage-Lighting-Smoke Detectors				X					*
	Carbon Monoxide detectors					X				**
	Asbestos				X					
	Lead Based Paint									
	UST/Hazardous Substances									
	Security System					X				$15,000

Comments

Asbestos: Asbestos pipe insulation was discovered in the church boiler room. The extent of required abatement could not be determined.

New ADA compliant signage needs to be installed

Fire Alarms: The fire alarm detection system is existing and should be replaced with a new fire alarm detection system. A Class I Fire Alarm Detection System should be provided and base on the following building category:

- Institutional Buildings 2 floors or less (8000Sq. fl/flr max)
- Type I = Day Care (over 100 Children), Kindergarten, Elementary, Junior High, High School

X*: Smoke Detectors are existing and shall be replaced as part the new Fire Alarm Detection System.

X** Carbon Monoxide Detectors are existing and shall be replaced as part of the new Fire Alarm Detection System

Security System: A new security system shall be provided

School-specific

	Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Replacement	Nonexistent (must be constructed/ added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
Auditorium						X			
Gymnasium						X			
Kitchen & kitchen equipment						X			
Lunchroom			X						$15,000
Science Labs					X				$13,000

Comments

The only ADA accessible entrance into the building is currently through the lunchroom. A separate accessible entrance from the parking lot should be provided. The pantry and the lunchroom currently combined in the same space should be separated by a partition. The lunchroom should be increased in size to accommodate the proposed new student population.

One combination Chemistry/Biology lab will be required for the proposed new use.

Total Renovation Costs (sum of above costs)	$ 579,000
ADA Renovation Costs (additional work from ADA Report not included above)	$ 11,000
Contingency	$ 59,000
General Contractor's Overhead and Profit	$ 77,880

GRAND TOTAL	$ 726,880

APPENDIX G

ADA Compliance Report

Instructions:

1. Please fill out a separate **ADA** Report for each of the following:
   - Your proposed facility;
   - Your back-up facility; and
   - Any temporary facility you contemplate using if your facility is not ready in time for your school's opening.

2. Answer the questions in Sections **I-VII** with regard to the *current state of the facility, regardless of any plans you may have to renovate it*; detail any planned renovations in Section **VIII**. Note in that section the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).

3. Survey each building for compliance with the **ADA** Standards for Accessible Design, 28 CFR Part 36 (available at www.ada.gov), which are strictly required in new construction and alterations and are used as a guide in pre-existing, unaltered buildings/spaces. If your facility will serve any children under the age of 12 or will include a playground area, please include evaluation of **ADA** guidelines for children's facilities and/or play areas, respectively, both of which can be found at www.access-board.gov.

4. You or your building professional should survey each building feature listed below for each standard listed parenthetically after. Small deviations from **ADA** standards can amount to total exclusion from a facility for some persons with disabilities, and visual surveys alone, without careful measurements, will not be sufficient to detect these often critical deviations. Please note that the below-cited standards are not necessarily all of the standards applicable to the particular feature or to your building.

5. City permits or Certificates of Occupancy do not demonstrate or ensure **ADA** compliance.

6. CPS will provide assistance in completing this Report upon request. Please contact the Recruitment and Selection Team at the Office of New Schools (773-553-1110 or newschoolapplicants@cps.k12.il.us) to submit a request or if you have any questions about this Report.

Name of Proposed School
Instituto del Progreso Latino

Address of Facility
4201 West 36th Street
Chicago, IL 60632

Year Constructed 1980

Dates of Any Known Alterations

Two additional floors added in the 90's

(check one) **proposed** X **back-up** ____ **temporary** ____

I. **Site:**

A. Do the parking lot and the routes from the parking lot, bus drop-off, and sidewalks comply with all ADA Standards? *(E.g., parking & drop-off zones: § 4.1.2(5), § 4.6; exterior routes: § 4.1.2(1)-(4), § 4.3 – § 4.5; curb ramps § 4.7)*
Yes

B. Is there a playground area? (y/n) No If so, does it comply with all ADA play area guidelines?
There is no playground on site.

II. **Entrance:**

A. Does the main building entrance comply with all ADA Standards? (*E.g., entrance ramps § 4.8; entrances § 4.1.3(8), 4.14; doors § 4.13 or automatic; signage § 4.1.2(7), intercoms: reach ranges 4.2, operability 4.27)*
Yes

B. If there are other, inaccessible entrances, do they have signage directing to the accessible entrance? (*E.g., §4.1.3(8)*)
All entrances are ADA accessible.

III. **Interior Routes:**

A. Are all floor levels (including basements, half-levels & mezzanines that have functional rooms) served by an ADA-compliant elevator or other allowable means of vertical access (specify)? *(E.g., elevator reqts: § 4.10)*

All levels are serviced by an ADA-compliant elevator.

B. Are all rooms & spaces on each floor on accessible route (i.e., no rooms up a step or curb from the regular floor level; no rooms set off from the regular floor by a narrow corridor)? *(E.g., § 4.1.3, § 4.3-§ 4.5)*

No rooms are up a step or curb from the regular floor level.

C. If the school includes student lockers, does the appropriate number meet ADA Standards for reach and operability? *(E.g., § 4.1.3(12), § 4.25, § 4.27)*

No lockers currently exist at the facility.

D. Are there objects that protrude more than 4" into circulation paths, which may pose a danger to people who are blind or visually impaired? *(E.g., § 4.4)*

All passageways are clear of any protrusions or obstructions.

IV. Classrooms

A. Do all classrooms & instructional spaces comply with ADA Standards? *(E.g.: doors & doorways: § 4.13; signage: § 4.1.2(16) & § 4.34; shelves/storage: § 4.1.2(12); sinks § 4.24; protruding objects: § 4.4; chalkboards § 4.2.4; controls § 4.1.3(13), § 4.27; lab stations; § 4.1.3(18), § 4.32)*

No classrooms currently exist at the facility. The building is currently occupied by commercial offices.

B. List any classrooms that are on an inaccessible floor level, noting any that are specially equipped classrooms (e.g., rooms with built-in lab tables, kitchen equipment, computer labs)?

Unique Purpose Rooms (e.g., gym, locker rooms, auditorium, multipurpose room, cafeteria, library, administrative offices)

C. List any unique purpose rooms or spaces that are on a floor level for which there is no wheelchair access.

D. Other than access to their floor level, do all unique purpose rooms & spaces comply with ADA Standards? *(E.g., doors & doorways: § 4.13; protruding objects: § 4.4; signage: § 4.1.2(16) & § 4.34; gym & auditorium fixed seating/amplification systems: § 4.1.3(10) & § 4.33; cafeteria: § 4.1.3(18), § 4.3, § 4.5, § 5; locker rooms: § 4.1.3(11), (12), (21) & § 4.16- § 4.23, § 4.35; libraries § 8; administrative offices: § 4.2, § 4.5)*

- **Gym**
NA

- **Locker Rooms**
NA

- **Pool/Natatorium**
NA

- **Auditorium**
NA

- **Multipurpose Room**
NA

- **Cafeteria**
NA

- **Library**
NA

- **Principal's/Administrative Office**
NA

- **Courtyard**
NA

- **Greenhouse/Public-Use Green Roof/Garden**
NA

- **Other Unique Space** (specify)_____

V. **Restrooms & Water Fountains**:

A. Are all restrooms accessible? (*E.g., § 4.1.3(11), § 4.13(16)-(23)*)

Yes. All restrooms are currently accessible.

B. If there are other, inaccessible entrances, do they have signage directing to the accessible entrance? (*E.g., §4.1.3(8)*)

All entrances are currently accessible.

C. If drinking fountains exist, are there accessible fountains in close proximity? (*E.g. § 4.1.3(10), § 4.15*)

There are currently no accessible drinking fountains.

VI. Fire Alarms & Text Telephones:

A. Does the building have ADA-compliant visual (strobe) alarms? *(E.g. § 4.28)*

No

B. Does the school provide a text telephone for communications with people who are deaf, hard of hearing or speech impaired? *(note: portable units are available)*

No

VII. **Remediation Plans**: If any of the above currently does not comply with ADA standards, please describe in detail your remediation plan, including:

- The details of what you will renovate: For example, describe, if applicable:
  - how you will modify parking and entrances to be accessible;
  - how you will provide vertical access to any currently inaccessible floor levels;
  - which and how many restrooms you will make accessible;
  - and for any element which you described as not accessible above, what specific renovation or other measure you will undertake to make it accessible;
- Your deadline for completion of the renovation;
- Any interim alternate access measures planned; and/or
- Any legal justifications for non-compliance.
- Make sure to describe the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).

The existing building is currently being used for offices. All school specific spaces will be part of the interior built-out. All new construction will comply with ADA regulations. Existing restrooms already comply with ADA regulations and will remain. All accessible entry doors will be equipped with proper signage.

ADA Compliance Report

Instructions:

1. Please fill out a separate ADA Report for each of the following:
   - Your proposed facility;
   - Your back-up facility; and
   - Any temporary facility you contemplate using if your facility is not ready in time for your school's opening.

2. Answer the questions in Sections I-VII with regard to the *current state of the facility*, *regardless of any plans you may have to renovate it*; detail any planned renovations in Section VIII. Note in that section the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).

3. Survey each building for compliance with the ADA Standards for Accessible Design, 28 CFR Part 36 (available at www.ada.gov), which are strictly required in new construction and alterations and are used as a guide in pre-existing, unaltered buildings/spaces. If your facility will serve any children under the age of 12 or will include a playground area, please include evaluation of ADA guidelines for children's facilities and/or play areas, respectively, both of which can be found at www.access-board.gov.

4. You or your building professional should survey each building feature listed below for each standard listed parenthetically after. Small deviations from ADA standards can amount to total exclusion from a facility for some persons with disabilities, and visual surveys alone, without careful measurements, will not be sufficient to detect these often critical deviations. Please note that the below-cited standards are not necessarily all of the standards applicable to the particular feature or to your building.

5. City permits or Certificates of Occupancy do not demonstrate or ensure ADA compliance.

6. CPS will provide assistance in completing this Report upon request. Please contact the Recruitment and Selection Team at the Office of New Schools (773-553-1110 or newschoolapplicants@cps.k12.il.us) to submit a request or if you have any questions about this Report.

Name of Proposed School Instituto del Progreso Latino **Address of Facility** 2570 South Blue Island Chicago, IL 60608	**Year Constructed** Not known , Assumed 60's **Dates of Any Known Alterations** Not known

(check one) **proposed** X **back-up** ____ **temporary** ____

I. **Site:**

A. Do the parking lot and the routes from the parking lot, bus drop-off, and sidewalks comply with all ADA Standards? *(E.g., parking & drop-off zones: § 4.1.2(5), § 4.6; exterior routes: § 4.1.2(1)-(4), § 4.3 – § 4.5; curb ramps § 4.7)*

Currently accessible parking is a reserved street parking. There is no accessible stall in the parking lot. Accessible stall striping and curb cut should be provided at the parking lot.
The route from the accessible street parking to the accessible entrance is accessible via curb cuts and ramps that comply with ADA Standards.
The route require directing signage.

B. Is there a playground area? (y/n) ___No___ If so, does it comply with all ADA play area guidelines?

II. **Entrance:**

A. Does the main building entrance comply with all ADA Standards? *(E.g., entrance ramps § 4.8; entrances § 4.1.3(8), 4.14; doors § 4.13 or automatic; signage § 4.1.2(7); intercoms: reach ranges 4.2, operability 4.27)*

The entrance requires accessible signage. Front fence gate at the accessible entrance will require new accessible hardware.

B. If there are other, inaccessible entrances, do they have signage directing to the accessible entrance? *(E.g., §4.1.3(8))*

No, the rear entrance requires signage directing towards accessible door.

III. Interior Routes:

A. Are all floor levels (including basements, half-levels & mezzanines that have functional rooms) served by an ADA-compliant elevator or other allowable means of vertical access (specify)? *(E.g., elevator reqts: § 4.10)*

The second level and basement level is not accessible and would require an elevator.

B. Are all rooms & spaces on each floor on accessible route (i.e., no rooms up a step or curb from the regular floor level; no rooms set off from the regular floor by a narrow corridor)? *(E.g., § 4.1.3, § 4.3-§ 4.5)*

No rooms are up a step or curb from the regular floor level.
The second level corridor is rendered inaccessible by protruding drinking fountain. The drinking fountain needs to be relocated.

C. If the school includes student lockers, does the appropriate number meet ADA Standards for reach and operability? *(E.g., § 4.1.3(12), § 4.25, § 4.27)*

84 accessible lockers are provided (50%).

D. Are there objects that protrude more than 4" into circulation paths, which may pose a danger to people who are blind or visually impaired? *(E.g., § 4.4)*
A drinking fountain on the second level protrudes more than 4" into the hallway. The drinking fountain needs to be relocated.

IV. Classrooms

A. Do all classrooms & instructional spaces comply with ADA Standards? *(E.g.: doors & doorways: § 4.13; signage: § 4.1.2(16) & § 4.34; shelves/storage: § 4.1.2(12); sinks § 4.24; protruding objects: § 4.4; chalkboards § 4.2.4; controls § 4.1.3(13), § 4.27; lab stations; § 4.1.3(18), § 4.32)*

Doors to the classrooms require accessible pulls and signage. Striking distances are all sufficient.
Chalkboards, controls, and 50% of shelving, storage, and of lab stations are accessible.

B. List any classrooms that are on an inaccessible floor level, noting any that are specially equipped classrooms (e.g., rooms with built-in lab tables, kitchen equipment, computer labs)?

All classrooms on the second level are inaccessible. No specially equipped classrooms are located on the inaccessible floor.

V. **Unique Purpose Rooms** (e.g., gym, locker rooms, auditorium, multipurpose room, cafeteria, library, administrative offices)

A. List any unique purpose rooms or spaces that are on a floor level for which there is no wheelchair access.

Most unique purpose rooms or spaces are located on the first level are accessible (i.e. lunch room, computer labs, administrative offices). Some offices are located on the second floor. IT office is located in the basement.

B. Other than access to their floor level, do all unique purpose rooms & spaces comply with ADA Standards? *(E.g., doors & doorways: § 4.13; protruding objects: § 4.4; signage: § 4.1.2(16) & § 4.34; gym & auditorium fixed seating/amplification systems: § 4.1.3(10) & § 4.33; cafeteria: § 4.1.3(18), § 4.3, § 4.5, § 5; locker rooms: § 4.1.3(11), (12), (21) & § 4.16- § 4.23, § 4.35; libraries § 8; administrative offices: § 4.2, § 4.5)*

- **Gym**
  NA
- **Locker Rooms**
  NA
- **Pool/Natatorium**
  NA
- **Auditorium**
  NA
- **Multipurpose Room**
  Yes
- **Cafeteria**
  Yes
- **Library**
  NA
- **Principal's/Administrative Office**
  Yes
- **Courtyard**
  Yes
- **Greenhouse/Public-Use Green Roof/Garden**
  NA
- **Other Unique Space** (specify)_____

VI. Restrooms & Water Fountains:

A. Are all restrooms accessible? (*E.g., § 4.1.3(11), § 4.13(16)-(23)*)

No. One unisex accessible restroom is provided on the ground level. The main men & women restrooms are inaccessible.

B. If there are other, inaccessible entrances, do they have signage directing to the accessible entrance? (*E.g., §4.1.3(8)*)

No directing signage is provided. No identification signage of the accessible restroom is provided.

C. If drinking fountains exist, are there accessible fountains in close proximity? (*E.g. § 4.1.3(10), § 4.15*)

Accessible drinking fountains are provided first and second levels. The drinking fountain on the second level is an accessible fixture, however due to its location in the hallway it is rendered inaccessible and require relocation.

VII. Fire Alarms & Text Telephones:

A. Does the building have ADA-compliant visual (strobe) alarms? (*E.g. § 4.28*)

Yes

B. Does the school provide a text telephone for communications with people who are deaf, hard of hearing or speech impaired? *(note: portable units are available)*

No.

VIII. **Remediation Plans**: If any of the above currently does not comply with ADA standards, please describe in detail your remediation plan, including:

- The details of what you will renovate: For example, describe, if applicable:
  - how you will modify parking and entrances to be accessible;
  - how you will provide vertical access to any currently inaccessible floor levels;
  - which and how many restrooms you will make accessible;
  - and for any element which you described as not accessible above, what specific renovation or other measure you will undertake to make it accessible;
- Your deadline for completion of the renovation;
- Any interim alternate access measures planned; and/or
- Any legal justifications for non-compliance.
- Make sure to describe the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).

One accessible parking stall will be added to the parking lot and will have an accessible path to the main entry. Front fence gate will have new accessible hardware.
The proposed renovations to the Instituto Del Progesso Latino facility include a new accessible main entry with an elevator servicing all levels of the building. The corridors will be widened with new alcoves that will allow classroom doors to swing in the direction of egress without opening into the path of travel. All doors will be outfitted with new accessible hardware.
Two new accessible single occupancy restrooms and drinking fountains will be added on the second level.
Accessible directing and identifying signage will be installed throughout the facility.
The school will provide a portable text telephone for communications with people who are deaf, hard of hearing or speech impaired.

Interim alternate access to the building will occur through existing accessible front entry. An accessible parking stall, signage and door pulls will be installed within the given time frame before start of classes. Interim alternate accessible restroom is satisfied by an existing unisex restroom on first level. All specially equipped classrooms will only occupy the first level until renovations bring second level up to ADA compliance.

ADA Compliance Report

Instructions:

1. Please fill out a separate ADA Report for each of the following:
   - Your proposed facility;
   - Your back-up facility; and
   - Any temporary facility you contemplate using if your facility is not ready in time for your school's opening.

2. Answer the questions in Sections I-VII with regard to the *current state of the facility*, *regardless of any plans you may have to renovate it*; detail any planned renovations in Section VIII. Note in that section the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).

3. Survey each building for compliance with the ADA Standards for Accessible Design, 28 CFR Part 36 (available at www.ada.gov), which are strictly required in new construction and alterations and are used as a guide in pre-existing, unaltered buildings/spaces. If your facility will serve any children under the age of 12 or will include a playground area, please include evaluation of ADA guidelines for children's facilities and/or play areas, respectively, both of which can be found at www.access-board.gov.

4. You or your building professional should survey each building feature listed below for each standard listed parenthetically after. Small deviations from ADA standards can amount to total exclusion from a facility for some persons with disabilities, and visual surveys alone, without careful measurements, will not be sufficient to detect these often critical deviations. Please note that the below-cited standards are not necessarily all of the standards applicable to the particular feature or to your building.

5. City permits or Certificates of Occupancy do not demonstrate or ensure ADA compliance.

6. CPS will provide assistance in completing this Report upon request. Please contact the Recruitment and Selection Team at the Office of New Schools (773-553-1110 or newschoolapplicants@cps.k12.il.us) to submit a request or if you have any questions about this Report.

Name of Proposed School Instituto del Progreso Latino **Address of Facility** 7020 South Fairfield Chicago, IL 60629	**Year Constructed** 1929 **Dates of Any Known Alterations** Not known.

(check one) **proposed** X **back-up** ____ **temporary** ____

I. **Site:**

A. Do the parking lot and the routes from the parking lot, bus drop-off, and sidewalks comply with all ADA Standards? *(E.g., parking & drop-off zones: § 4.1.2(5), § 4.6; exterior routes: § 4.1.2(1)-(4), § 4.3 – § 4.5; curb ramps § 4.7)*
Partially. There is no bus drop-off defined and there is no accessible entrance from the street. There is an accessible entrance provided with a temporary wood ramp from the parking lot but the entrance is trough the lunch room.

B. Is there a playground area? (y/n) No If so, does it comply with all ADA play area guidelines?
There is no playground on site.

II. **Entrance:**

A. Does the main building entrance comply with all ADA Standards? *(E.g., entrance ramps § 4.8; entrances § 4.1.3(8), 4.14; doors § 4.13 or automatic; signage § 4.1.2(7); intercoms: reach ranges 4.2, operability 4.27)*
No, there is no ramp at the street entrance and there is no directional signage identifying the accessible entrance.

B. If there are other, inaccessible entrances, do they have signage directing to the accessible entrance? *(E.g., §4.1.3(8))*
No

III. **Interior Routes:**

A. Are all floor levels (including basements, half-levels & mezzanines that have functional rooms) served by an ADA-compliant elevator or other allowable means of vertical access (specify)? *(E.g., elevator reqts: § 4.10)*

The second level is not accessible and will require an elevator.

B. Are all rooms & spaces on each floor on accessible route (i.e., no rooms up a step or curb from the regular floor level; no rooms set off from the regular floor by a narrow corridor)? *(E.g., § 4.1.3, § 4.3-§ 4.5)*

The first and second floor restrooms are up a 2" curb from the regular floor level and will require a ramp to be integrated.

C. If the school includes student lockers, does the appropriate number meet ADA Standards for reach and operability? *(E.g., § 4.1.3(12), § 4.25, § 4.27)*

No lockers currently exist at the facility.

D. Are there objects that protrude more than 4" into circulation paths, which may pose a danger to people who are blind or visually impaired? *(E.g., § 4.4)*

All passageways are clear of any protrusions or obstructions.

IV. Classrooms

A. Do all classrooms & instructional spaces comply with ADA Standards? *(E.g.: doors & doorways: § 4.13; signage: § 4.1.2(16) & § 4.34; shelves/storage: § 4.1.2(12); sinks § 4.24; protruding objects: § 4.4; chalkboards § 4.2.4; controls § 4.1.3(13), § 4.27; lab stations; § 4.1.3(18), § 4.32)*

Classrooms doors require accessible pulls and signage.

B. List any classrooms that are on an inaccessible floor level, noting any that are specially equipped classrooms (e.g., rooms with built-in lab tables, kitchen equipment, computer labs)?

No classrooms on an inaccessible level are specially equipped.

V. Unique Purpose Rooms (e.g., gym, locker rooms, auditorium, multipurpose room, cafeteria, library, administrative offices)

A. List any unique purpose rooms or spaces that are on a floor level for which there is no wheelchair access.

No classrooms on an inaccessible level have unique purpose.

B. Other than access to their floor level, do all unique purpose rooms & spaces comply with ADA Standards? *(E.g., doors & doorways: § 4.13; protruding objects: § 4.4; signage: § 4.1.2(16) & § 4.34; gym & auditorium fixed seating/amplification systems: § 4.1.3(10) & § 4.33; cafeteria: § 4.1.3(18), § 4.3, § 4.5, § 5; locker rooms: § 4.1.3(11), (12), (21) & § 4.16- § 4.23, § 4.35; libraries § 8; administrative offices: § 4.2, § 4.5)*

- **Gym**

NA

- **Locker Rooms**

NA

- **Pool/Natatorium**

NA

- **Auditorium**

NA

- **Multipurpose Room**

Yes

- **Cafeteria**

Yes

- **Library**

NA

- **Principal's/Administrative Office**

Yes

- **Courtyard**

NA

- **Greenhouse/Public-Use Green Roof/Garden**

NA

- **Other Unique Space** (specify)_____

VI. Restrooms & Water Fountains:

A. Are all restrooms accessible? *(E.g., § 4.1.3(11), § 4.13(16)-(23))*

No. Restrooms require an accessible stall and sink as well as an accessible door and signage.

B. If there are other, inaccessible entrances, do they have signage directing to the accessible entrance? *(E.g., §4.1.3(8))*

No, the other inaccessible entrance require signage directing towards accessible entrance.

C. If drinking fountains exist, are there accessible fountains in close proximity? *(E.g. § 4.1.3(10), § 4.15)*

There are currently no accessible drinking fountains.

VII. Fire Alarms & Text Telephones:

A. Does the building have ADA-compliant visual (strobe) alarms? *(E.g. § 4.28)*

No

B. Does the school provide a text telephone for communications with people who are deaf, hard of hearing or speech impaired? *(note: portable units are available)*

No

VIII. **Remediation Plans**: If any of the above currently does not comply with ADA standards, please describe in detail your remediation plan, including:

- The details of what you will renovate: For example, describe, if applicable:
  - how you will modify parking and entrances to be accessible;
  - how you will provide vertical access to any currently inaccessible floor levels;
  - which and how many restrooms you will make accessible;
  - and for any element which you described as not accessible above, what specific renovation or other measure you will undertake to make it accessible;
- Your deadline for completion of the renovation;
- Any interim alternate access measures planned; and/or
- Any legal justifications for non-compliance.
- Make sure to describe the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).

The renovation plan for the building includes the construction of an ADA accessible elevator that will serve the first and second floors.
A new accessible entrance from the parking lot will be provided that will have a permanent ADA compliant concrete ramp. One of the street entrances will be made accessible with a concrete ramp. Inaccessible entry doors will be equipped with directing signage pointing towards the accessible entry.
An additional ADA accessible restroom will be added to each floor bringing the total restroom count per floor to two. The existing restrooms which are 2" up from the regular floor level will be retrofitted with a ramp. Both the renovated and new restrooms will be ADA compliant. ADA compliant drinking fountains will be installed on each floor.
ADA compliant strobe alarms will be installed.
All doors will be equipped with ADA compliant signage and hardware.
The school will provide a portable text telephone for communications with people who are deaf, hard of hearing or speech impaired.

All renovation will be performed before the school will become operational. There is no interim ADA compliance plan.

Sources and Uses of Funds for Facility Development

Instructions

Fill out all applicable items - include project costs only, do not include operating costs.
Include any project costs that have already been incurred and paid with agency cash.
Total Sources of Funds should equal Total Uses of Funds.

Sources of Funds

School cash		$
Loan from (1)	Assumed Bank Loan	$ 726880
Loan from (1)		$
Capital contributions (2)		$
Start up grants		$
Other		$
Total Sources of Funds		$ 726880

Uses of Funds

Property inspection			$
Down payment on property			$
Working cash during project (3)			$
Insurance during project			$
Architect's fees			$
Construction or renovation: (4)	Site and Structure	$ 229000	
	Interior General	$ 112000	
	MEP Systems	$ 120000	
	Fire and Life Safety	$ 90000	
	School Specific and ADA	$ 39000	
	Subtotal Construction or Renovation (5)		$ 590,000
Project management fees			$
Legal fees			$
Collateral costs (if borrowing funds, indicate survey, title, insurance, and escrow fees)			$
Reserve for cost overruns			$ 59000
Other (3)	GC Profit and Overhead		$ 77880
Total Uses of Funds			$ 726880

Notes:

(1) Include name of bank or lender, rate, term, and status (loan approved, in negotiations, assumed).

(2) Provide details on a separate sheet of paper: capital fundraising plans, specific grant proposals, commitments, etc.

(3) Provide details on a separate sheet of paper if cannot be described in space provided.

(4) Provide a detailed breakdown of any construction or renovation costs. Attach a separate piece of paper if necessary.

(5) Please indicate whether and explain why this estimate is different than the Inspecting Architect Report estimate.

ATTACHMENT 1

COURSE DESCRIPTION

CAMPUS: Rudy Lozano Leadership Academy

COURSE TITLE: Advanced Placement English Language and Composition (College Board Approved)

NUMBER OF CREDITS: 1.0 (semester-long, blocked course)

SKILLS LEVEL OF COURSE: ADV

Pre-Requisites: Successful completion of proficient-level course AND teacher recommendation, OR placement based on intake test

COURSE DESCRIPTION:

Big Ideas for Course

This course will equip students to not only earn a good score on the AP English Language and Composition test in May, but also to be alert to the ways in which we are manipulated by language all the time and to become more confident and effective writers. Students will become savvy to the way that advertisers, politicians, journalists, parents, writers, and even teachers employ rhetoric and style to seduce us into adopting specific points of view. The course will examine how an author's purpose, audience expectations, and subjects are all interconnected and contribute to the effectiveness of writing. The stated goals of the course are as follows:

1. *Learn the critical reading skills that will empower you to examine when you're being manipulated, who's manipulating you, and why.*
2. *Learn how to craft your writing so that you can argue your point effectively, winning any battle of the mind you encounter.*
3. *Develop independence and self-reliance skills—as well as skills for functioning effectively within a cohort—that will lay the foundation for success in college and beyond.*

Big Ideas for Units

During the first quarter of the course, students will become familiar with the vocabulary and the habits of critical thinking that the AP test will demand of them. Introductory units include an overview of rhetoric and related terms, an introduction to the structure of argument, and a unit on style and rhetorical analysis. Students investigate essential questions such as: *Where do I see rhetoric and argument in my life? What makes a strong argument? What's the difference between argument, persuasion, and propaganda?*

The first half of the second quarter of the course focuses mainly on preparing for the AP test in May; the test-prep work is housed within a unit that questions th notion of the American Dream as it has been presented over the years. During the remainder of the course (post-AP test), students complete a culminating propaganda project, displaying their understanding of language, argument, and style. Students investigate essential questions such as: *What do I need in order t pass the AP test? How has propaganda been used to manipulate opinion and shape public policy?*

Important Products or Projects

Students will complete the following major essays and projects during the course: write and orally present a 4-5 page personal rhetorical analysis, analyze the argument in a social issue documentary (4-5 pages) and present the argument to the class, write a 2-3 page rhetorical analysis of a speech, create a document-based question on a topic relating to the American Dream, complete a propaganda project. At the end of each quarter, students must meet with the teacher for a 15-20 minute Defense of Learning conference, during which they defend the growth they have demonstrated over the quarter.

Text

This course uses the following textbooks: *Everything's an Argument*, *50 Greatest Essays*, and *Rereading America*. During the course students also read *1984* as a supplemental novel. Readings are also drawn from previous AP tests, AP study guides, magazines and online sources.

Supplemental Novel-Length Texts

Students also read two novels of their choice from the classroom library (titles vary).

Assessment Description

Essays are graded by rubric for clarity of ideas, conventions, critical reading (if the writing is analytical in nature) and content understanding. Projects (such as th DBQ project and the propaganda project) are assessed by rubric for clarity, conventions, and content understanding. The Defense of Learning project is graded on the clarity of their defense, their preparation, and their level of self-reflection. The students are ultimately assessed on the AP English Language and

Composition test in May.

Campus: RUDY LOZANO LEADERSHIP ACAD. Course: AP ENGLISH

ILLINOIS STATE STANDARDS Essential Skills Framework Exit Benchmarks Advanced

Course Area/Level:

COURSE CONTENT SCOPE & SEQUENCE

	UNIT ONE (Q1)	UNIT TWO (Q1)	UNIT THREE (Q1)	UNIT FOUR (Q2)	UNIT FIVE (Q2)
TOPIC(S)	Basics of rhetoric	Basics of argument	Argument and style	Preparing for the AP test	Propaganda
CORE TEXT(S)	*Everything's an Argument* (textbook) • p 1-15: Everything is an Argument; Purposes of Argument • p. 32-44: Audiences for Arguments, Appealing to Audiences • Chapter 5: "Thinking Rhetorically" Campaign speeches (e.g., 2011 mayoral campaign texts)	Documentaries based on student choice (any approved social issue documentary, such as: *Tapped; Wal-Mart: The High Cost of Low Price; SuperSize Me; Food, Inc.; The Garden*) Selections from *Everything's an Argument* and *50 Greatest Essays* (textbooks) 2010 AP English Lang synthesis question and documents	Selections from *Everything's an Argument* and *50 Greatest Essays* (textbooks) Speeches from AmericanRhetoric.com (including recent election campaign speeches) Visual texts: advertisements, war propaganda, photos	Retired AP Exams, including multiple choice, free-response, and synthesis questions *5 Steps to a 5*	Ch. 7 "Land of Liberty: The Myth of Freedom in a 'New World Order'" from *Rereading America* *1984*
PROJECT(S)	4-5 page essay and presentation to class: Personal Rhetorical Analysis.	5 page essay: Documentary analysis and response. Presentation to class using clips from film. Mini-debate in class using last year's synthesis question.	2-3 page essay: analysis of a speech Defense of learning (quarter final)	Group project: Create a DBQ	Propaganda Project Socratic Seminar Series Defense of learning (quarter final)
ASSESS-MENTS	Course pre-test: Defense of Learning pretest Unit test (short answer): argument vs. persuasion; rhetorical triangle; relationship between topic, audience, and speaker; rhetoric; persona; genre Essay rubric (clarity of ideas, conventions, content understanding) Presentation: student reflection, in development for upcoming presentation	Unit test: logical fallacies, claim, warrant, reason, backing Essay rubric (clarity of ideas, conventions, content understanding) Presentation graded by student-developed rubric; used as formative assessment only (does not affect grade) Debate assessed on strength of argument and adherence to formal debate structure	Unit test: rhetorical devices (style, syntax, diction) Essay rubric (clarity of ideas, conventions, content understanding) Defense of learning rubric: clarity of their defense, their preparation, and their level of self-reflection	Practice AP tests and self-analyses Vocabulary quizzes AP English Language Exam	Propaganda Project Rubric Participation in Seminars graded by rubric (reference to text, quality of response to ideas, depth of interpretation) Defense of learning rubric: clarity of their defense, their preparation, and their level of self-reflection
Add. STATE STANDARDS					

Campus: **RUDY LOZANO LEADERSHIP ACADEMY** Course/Level: **AP ENGLISH/ Advanced**

SKILLS SCOPE & SEQUENCE

ILLINOIS STATE STANDARDS Essential Skills Benchmarks: Language Arts	Quarter(s) Skills Are Taught (# of descriptors taught for that benchmark in that quarter)				
READING	Q1 U1	Q1 U2	Q1 U3	Q2 U4	Q2 U5
LA1. Apply word analysis and vocabulary skills to comprehend selections.			1	1	
LA2. Identify and interpret tone, diction, imagery, and figurative language in relation to an author's purpose.			2	2	2
LA3. Apply pre-, during, and after-reading strategies to analyze synthesize, and evaluate text.	1	2	2	1	1
LA4. Identify the main idea of paragraphs, essays, poems, and narratives; and evaluate their supporting details.		4		3	1
LA5. Use both simple and complex inference to name, extrapolate meaning, understand motivation, analyze, synthesize, and evaluate.	1	1	1	1	2
LA6. Determine the sequence of events and other organizational patterns in text.		1	1		1
LA7. Identify and evaluate patterns in fiction in relation to an author's purpose.			1	2	1
LA8. Make connections from text-to-text, text-to-self, and text-to-world in both modern and historical contexts.	1			1	2
LA9. Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on.		1	1	1	
SPEECH					
LA10. Listen to, categorize the information in, evaluate, and act on a speaker's message.		1			
LA11. Research, organize, and present a timed speech.	2	2			
WRITING					
LA12. Use a variety of sentence structures in properly punctuated, complete sentences.	1	1	1	2	1
LA13. Edit for and use appropriate writing conventions, including capitalization; plurals, possessives and contractions, subject/verb and pronoun/antecedent agreement, and comma use.	1	1	1		1
LA14. Write focused paragraphs that use transitions.	1		1		
LA15. Develop multi-paragraph compositions that include an introduction, first and second levels of support, and a conclusion for both exposition and persuasion.	2	1	1	2	1
LA16. Compose business documents.					1
LA17. Learn to access information and use facts, expert opinion, and testimony to support a thesis statement in a composition or speech.		3	1		
LA18. Use forms of logic to formulate and defend arguments presented, and be persuasive and expressive without abandoning that logic.		1		1	2

Campus: RUDY LOZANO LEADERSHIP ACADEMY **Course:** AP ENGLISH **Quarter:** I **Unit Number** I

UNIT PACING CHART

Campus-chosen **Big Idea**	Where do I see rhetoric and argument in my life?	**Topic**	Basics of Rhetoric
Campus-chosen **Content within Topic**	Students will critically analyze the role of rhetoric in their lives; analyze the relationship between speaker, audience, and topic in a variety of texts; and revis and edit their own writing to make it clear and focused.		
Campus-chosen **Key Content Vocabulary**	Argument, persuasion; rhetorical triangle; relationship between topic, audience, and speaker; rhetoric; persona; genre; appeals to logos/ethos/pathos		
Anchor Texts(s)	*Everything's an Argument*, p 1-15 (Everything is an Argument; Purposes of Argument) p. 32-44 (Audiences for Arguments, Appealing to Audiences); Chapter ("Thinking Rhetorically").		

ILLINOIS STATE STANDARDS Essential Skills Benchmarks: Language Arts	**Skill Descriptors** *(Teacher-chosen descriptors answer the question: How will my students attain the benchmark?)*	**# of Da Classes**
READING		
LA1. Apply word analysis and vocabulary skills to comprehend selections.		
LA2. Identify and interpret tone, diction, imagery, and figurative language in relation to an author's purpose.		
LA3. Apply pre-, during, and after-reading strategies to analyze synthesize, and evaluate text.	LAA8 Summarize and paraphrase short passages and poems (CR)	*8*
LA4. Identify the main idea of paragraphs, essays, poems, and narratives; and evaluate their supporting details.		
LA5. Use both simple and complex inference to name, extrapolate meaning, understand motivation, analyze, synthesize, and evaluate.	LAA16 Infer a speaker or writer's bias and purpose through the use of emotional pulls (CR)	*6*
LA6. Determine the sequence of events and other organizational patterns in text.		
LA7. Identify and evaluate patterns in fiction in relation to an author's purpose.		
LA8. Make connections from text-to-text, text-to-self, and text-to-world in both modern and historical contexts.	LAA28 Relate reading to prior knowledge and experience and make connections to related information (CR)	*8*
LA9. Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on.		
SPEECH		
LA10. Listen to, categorize the information in, evaluate, and act on a speaker's message.		
LA11. Research, organize, and present a timed speech.	LAA42 Organize, edit, and revise information for a presentation to an audience. LAA41 Analyze the beliefs and expectations of an audience to appropriately phrase an argument	*5*
WRITING		
LA12. Use a variety of sentence structures in properly punctuated, complete sentences.	LAA47 Write properly punctuated complex sentences within each composition	*6*
LA13. Edit for and use appropriate writing conventions, including capitalization; plurals, possessives and contractions, subject/verb and pronoun/antecedent agreement, and comma use.	LAA53 Proofread effectively	
LA14. Write focused paragraphs that use transitions.	LAA55 Use transitional words and phrases within and between paragraphs to connect ideas	*4*
LA15. Develop multi-paragraph compositions that include an introduction, first and second levels of support, and a conclusion for both exposition and persuasion.	LAA58 Analyze your audience before writing a composition LAA63 Edit and revise to maintain a consistent voice, tone, and a focus through out a piece of writing	*5*
LA16. Compose business documents.		
LA17. Learn to access information and use facts, expert opinion, and testimony to support a thesis statement in a composition or speech.		
LA18. Use forms of logic to formulate and defend arguments presented, and be persuasive and expressive without abandoning that logic.		

Teacher-chosen **End Products with Assessment Descriptions**	**Course pre-test**: Defense of Learning pretest (students pre-assess their proficiency at course learning goals) **Personal Rhetorical Analysis**: Analyze the rhetorical situation that is your life, and narrate a specific incident where you have been either the audience or the speaker. 4 page essay and presentation to class. Essay graded using **rubric** that measures clarity of ideas, conventions, content understanding. Presentation only assessed anecdotally using self-reflection questions. **Unit test (short answer)**: argument vs. persuasion; rhetorical triangle; relationship between topic, audience, and speaker; rhetoric; persona; genre	**Unit Assessment/ Rubrics Attached:**	Circle (Yes No

**Note: the number of classes assumes that this course is taught on a block schedule.*

UNIT PACING CHART

Campus: RUDY LOZANO LEADERSHIP ACADEMY **Course:** AP ENGLISH **Quarter:** I **Unit Number** 2

Campus-chosen **Big Idea**	What makes a strong argument?	**Topic**	Basics of Argument
Campus-chosen **Content within Topic**	Students will evaluate the effectiveness of an argument, and they will create and present a researched argument (both in debate format and in essay/presentation format). Students will be able to argue a position using logic and credible sources, and anticipate counterarguments in formal, structure debate. Students will also revise and edit writing based on identified problems in first essay.		
Campus-chosen **Key Content Vocabulary**	logical fallacies (appeal to emotion, bandwagon, straw man, circular reasoning,), claim, warrant, reason, backing		
Anchor Texts(s)	Social-issue documentaries based on student choice Selections from *50 Greatest Essays* (textbook): "The Gettysburg Address," "Letter from Birmingham Jail," "Declaration of Sentiments and Resolutions," "A Modest Proposal" Selections from *Everything's an Argument*: Ch 6 ("Structuring Arguments"), Ch. 7 ("Arguments of Fact"), Ch. 8 ("Arguments of Definition"), Ch 14 ("Visual Arguments") 2010 AP English Lang synthesis question (DBQ) on use of technology in school curriculum		

ILLINOIS STATE STANDARDS Essential Skills Benchmarks: Language Arts	**Skill Descriptors** *(Teacher-chosen descriptors answer the question: How will my students attain the benchmark?)*	**# of Da Classes**
READING		
LA1. Apply word analysis and vocabulary skills to comprehend selections.		
LA2. Identify and interpret tone, diction, imagery, and figurative language in relation to an author's purpose.		
LA3. Apply pre-, during, and after-reading strategies to analyze synthesize, and evaluate text.	LAA10 Evaluate how an author argues a point in fiction, non-fiction, drama, and poetry LAA8 Summarize and paraphrase short passages and poems (CR)	4
LA4. Identify the main idea of paragraphs, essays, poems, and narratives; and evaluate their supporting details.	LAA11 Identify the author's controlling idea/thesis in both non-fiction and narrative texts (CR) LAA12 Write an extended response to both fiction and non-fiction texts using evidence from the text to support a point (CR) LAA13 Use details from different sections of complex informational and narrative passages to support a specific point or argument (CR) LAA14 Use details from many sources to support a thesis	11
LA5. Use both simple and complex inference to name, extrapolate meaning, understand motivation, analyze, synthesize, and evaluate.	LAA16 Infer a speaker or writer's bias and purpose through the use of emotional pulls (CR)	6
LA6. Determine the sequence of events and other organizational patterns in text.	LAA19 Identify inductive reasoning in some paragraph structures	5
LA7. Identify and evaluate patterns in fiction in relation to an author's purpose.		
LA8. Make connections from text-to-text, text-to-self, and text-to-world in both modern and historical contexts.		
LA9. Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on.	LAA35 Draw simple and complex, or subtly stated, generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage (CR)	3
SPEECH		
LA10. Listen to, categorize the information in, evaluate, and act on a speaker's message.	LAA39 Recognize and label logical fallacies and loaded words	5
LA11. Research, organize, and present a timed speech.	LAA42 Organize, edit, and revise information for a presentation to an audience. LAA44 Perform a speech using appropriate intonation, volume, eye contact, and body language	7
WRITING		
LA12. Use a variety of sentence structures in properly punctuated, complete sentences.	LAA47 Write properly punctuated complex sentences within each composition	9
LA13. Edit for and use appropriate writing conventions, including capitalization; plurals, possessives and contractions, subject/verb and pronoun/antecedent agreement, and	LAA53 Proofread effectively	10

	comma use.		
	LA14. Write focused paragraphs that use transitions.		
	LA15. Develop multi-paragraph compositions that include an introduction, first and second levels of support, and a conclusion for both exposition and persuasion.	LAA63 Edit and revise to maintain a consistent voice, tone, and a focus through out a piece of writing	*3*
	LA16. Compose business documents.		
	LA17. Learn to access information and use facts, expert opinion, and testimony to support a thesis statement in a composition or speech.	LAA67 Use research to prove a persuasive argument (thesis) LAA69 Create an annotated bibliography and works cited page LAA68 Paraphrase and directly quote a source within the text of a persuasive or expository piece of writing and cite the source with a parenthetical citation	*9*
	LA18. Use forms of logic to formulate and defend arguments presented, and be persuasive and expressive without abandoning that logic.	LAA73 Identify and avoid categories and types of logical fallacies, including those of emotion, distractions from the argument, misinformation, faulty generalizations, and irrelevant connections. (CR)	*6*

Teacher-chosen **End Products with Assessment Descriptions**	**Unit test (multiple choice/ short answer)**: logical fallacies, claim, warrant, reason, backing **Documentary analysis and response** essay. Watch a social issue documentary, read positive and negative reviews, analyze the effectiveness of arguments. 4-5 page paper, plus presentation to class using clips from film. Essay graded by rubric (clarity of ideas, conventions, content understanding); presentation graded by student-created rubric; used as formative assessment only (does not affect grade). **Debate** based on document-based question from previous year's AP test. Student performance is assessed on strength of argument and adherence to formal debate structure. (No rubric—this is based on "flow" of the argument)	**Unit Assessment/ Rubrics Attached:**	Circle C **Yes** **No**

UNIT PACING CHART

Campus: RUDY LOZANO LEADERSHIP ACADEMY **Course:** AP ENGLISH **Quarter:** I **Unit Number** 3

Campus-chosen **Big Idea**	What's the difference between argument, persuasion, and propaganda?	**Topic**	**Style**
Campus-chosen **Content within Topic**	Students will distinguish between argument, persuasion, and propaganda. Students will evaluate the a text's style in terms of its effectiveness and relationship to the author's purpose. Students will revise and edit their own writing to make it clear and focused, improving areas of writing problems identified in previous essay submissions.		
Campus-chosen **Key Content Vocabulary**	syntax (parallel structure, loose and periodic sentences), diction (jargon, Latinate), schemes (antithesis, parenthesis, appositive, alliteration, assonance, anaphora, epistrophe), tropes (simile, metaphor, synechdoche, metonymy, personification, periphrasis, pun, onomatopoeia, hyperbole, understatement, irony, sarcasm, oxymoron, rhetorical question)		
Anchor Texts(s)	*The Jungle*, Ch. 2 and 3; the "Coca-Cola Letters" (AP 1997 Free Response Question); Chief Seattle Speech; Eric Liu, "Notes of a Native Speaker," Lincoln's Gettysburg Address and Dr. Martin Luther King, Jr.'s "I Have a Dream" speech from *50 Greatest Essays*; Firoozeh Dumas, "The 'F-Word'" from *Everything's an Argument, With Readings*; student-chosen speeches from AmericanRhetoric.com (100 Greatest Speeches list)		

ILLINOIS STATE STANDARDS Essential Skills Benchmarks: Language Arts	**Skill Descriptors** *(Teacher-chosen descriptors answer the question: How will my students attain the benchmark?)*	**# of D: Classe**
READING		
LA1. Apply word analysis and vocabulary skills to comprehend selections.	LAA3 Identify the denotation and connotation of words (CR)	4
LA2. Identify and interpret tone, diction, imagery, and figurative language in relation to an author's purpose.	LAA4 Identify the effect of literary devices (e.g., allusion, diction, figurative language, imagery) in text and explain how they are used for the author's overall purposes. LAA6 Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage. (CR)	10
LA3. Apply pre-, during, and after-reading strategies to analyze synthesize, and evaluate text.	LAA9 Analyze the structure of different genres and describe how genre affects the meaning and function of a text. (CR) LAA10 Evaluate how an author argues a point in fiction, non-fiction, drama, and poetry	8
LA4. Identify the main idea of paragraphs, essays, poems, and narratives; and evaluate their supporting details.		
LA5. Use both simple and complex inference to name, extrapolate meaning, understand motivation, analyze, synthesize, and evaluate.	LAA16 Infer a speaker or writer's bias and purpose through the use of emotional pulls (CR)	5
LA6. Determine the sequence of events and other organizational patterns in text.	LAA21 Understand both clear and implied, or subtly stated, cause-effect relationships in uncomplicated passages (CR)	5
LA7. Identify and evaluate patterns in fiction in relation to an author's purpose.	LAA27 Write literary analysis papers to explain how the author uses literary elements and strategies to achieve the intended effect(CR	10
LA8. Make connections from text-to-text, text-to-self, and text-to-world in both modern and historical contexts.		
LA9. Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on.	LAA33 Draw conclusions about the author's feelings, opinions, and point of view from character development, plot and conflict, word choice, tone, and metaphorical language in works of fiction, poetry, and persuasive pieces (CR)	8
SPEECH		
LA10. Listen to, categorize the information in, evaluate, and act on a speaker's message.		
LA11. Research, organize, and present a timed speech.		
WRITING		
LA12. Use a variety of sentence structures in properly punctuated, complete sentences.	LAA47 Write properly punctuated complex sentences within each composition	5
LA13. Edit for and use appropriate writing conventions, including capitalization; plurals, possessives and contractions, subject/verb and pronoun/antecedent agreement, and comma use.	LAA53 Proofread effectively	
LA14. Write focused paragraphs that use transitions.	LAA55 Use transitional words and phrases within and between paragraphs to connect ideas	3
LA15. Develop multi-paragraph compositions that include an introduction, first and second levels of support, and a conclusion for both exposition and persuasion.	LAA63 Edit and revise to maintain a consistent voice, tone, and a focus through out a piece of writing	4
LA16. Compose business documents.		

LA17. Learn to access information and use facts, expert opinion, and testimony to support a thesis statement in a composition or speech.	LAA68 Paraphrase and directly quote a source within the text of a persuasive or expository piece of writing and cite the source with a parenthetical citation		*2*
LA18. Use forms of logic to formulate and defend arguments presented, and be persuasive and expressive without abandoning that logic.			
Teacher-chosen **End Products with Assessment Descriptions**	**Unit test** on rhetorical strategies (multiple choice—only tests ability to define terms) **Rhetorical analysis of a written text**: 4-5 pages. Students choose a text that we have read and discussed in the unit, and write a more detailed rhetorical analysis, focusing on the author's style, diction, syntax, and purpose. Essay graded by rubric (clarity of ideas, conventions, content understanding). **Defense of learning** (quarter final): Students participate in a formal meeting with the teacher. They must "defend" their progress during the quarter, using their written essays as artifacts. Students are graded on the clarity of their defense, their preparation, and their level of self-reflection.	**Unit Assessment/ Rubrics Attached:**	Circle **Ye** **No**

Campus: RUDY LOZANO LEADERSHIP ACADEMY **Course:** AP ENGLISH **Quarter:** 2 **Unit Number** 4

UNIT PACING CHART

Campus-chosen **Big Idea**	What do I need to do in order to pass the AP test?	**Topic**	**Preparing for the AP te**
Campus-chosen **Content within Topic**	Students will analyze their own projected strengths and weaknesses on the AP Test, build confidence with reading and writing under timed testing conditio build academic vocabulary, apply passage analysis skills from previous units to AP-style passages, apply writing skills from previous units to timed writing prompts		
Campus-chosen **Key Content Vocabulary**	n/a		
Anchor Texts(s)	Retired AP Exams, including multiple choice, free-response, and synthesis questions; *5 Steps to a 5* (commercially published test prep book for independent practice)		

ILLINOIS STATE STANDARDS Essential Skills Benchmarks: Language Arts	**Skill Descriptors** *(Teacher-chosen descriptors answer the question: How will my students attain the benchmark?)*	**# of Da Classes**
READING		
LA1. Apply word analysis and vocabulary skills to comprehend selections.	LAA1 Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations	6
LA2. Identify and interpret tone, diction, imagery, and figurative language in relation to an author's purpose.	LAA4 Identify the effect of literary devices (e.g., allusion, diction, figurative language, imagery) in text and explain how they are used for the author's overall purposes. LAA6 Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage. (CR)	10
LA3. Apply pre-, during, and after-reading strategies to analyze synthesize, and evaluate text.	LAA9 Analyze the structure of different genres and describe how genre affects the meaning and function of a text. (CR)	8
LA4. Identify the main idea of paragraphs, essays, poems, and narratives; and evaluate their supporting details.	LAA12 Write an extended response to both fiction and non-fiction texts using evidence from the text to support a point (CR) LAA13 Use details from different sections of complex informational and narrative passages to support a specific point or argument (CR) LAA14 Use details from many sources to support a thesis	8
LA5. Use both simple and complex inference to name, extrapolate meaning, understand motivation, analyze, synthesize, and evaluate.	LAA16 Infer a speaker or writer's bias and purpose through the use of emotional pulls (CR)	10
LA6. Determine the sequence of events and other organizational patterns in text.		
LA7. Identify and evaluate patterns in fiction in relation to an author's purpose.	LAA24 Identify and discuss the role of symbolism, metaphor, and theme in works of fiction, non-fiction, poetry, and drama LAA27 Write literary analysis papers to explain how the author uses literary elements and strategies to achieve the intended effect(CR)	8
LA8. Make connections from text-to-text, text-to-self, and text-to-world in both modern and historical contexts.	LAA29 Evaluate an author's argument through the eyes of personal experience and logic (CR)	6
LA9. Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on.	LAA34 Interpret satire in both written and cartoon forms (CR)	2
SPEECH		
LA10. Listen to, categorize the information in, evaluate, and act on a speaker's message.		
LA11. Research, organize, and present a timed speech.		
WRITING		
LA12. Use a variety of sentence structures in properly punctuated, complete sentences.	LAA47 Write properly punctuated complex sentences within each composition LAA48 Recognize and use parallelism	8
LA13. Edit for and use appropriate writing conventions, including capitalization; plurals, possessives and contractions, subject/verb and pronoun/antecedent agreement, and comma use.		
LA14. Write focused paragraphs that use transitions.		
LA15. Develop multi-paragraph compositions that include an introduction, first and	LAA60 Construct multi-paragraph outlines for both persuasive and expository compositions	8

	second levels of support, and a conclusion for both exposition and persuasion.	LAA62 Compose timed essays	
	LA16. Compose business documents.		
	LA17. Learn to access information and use facts, expert opinion, and testimony to support a thesis statement in a composition or speech.		
	LA18. Use forms of logic to formulate and defend arguments presented, and be persuasive and expressive without abandoning that logic.	LAA75 Show recognition of the complexity of an issue by acknowledging and providing response to counterarguments to the writer's position (CR)	*5*
Teacher-chosen **End Products with Assessment Descriptions**	**Group Project: Create a DBQ**. Each group creates a DBQ using primary source documents and one visual artifact. Students in other groups will complete the DBQ assignment and offer feedback on the quality of the assignment. Group DBQs are graded by checklist for completion. Student essays are graded by rubric for clarity of ideas, conventions, content understanding. **Vocabulary quizzes** on teacher-developed packet of common AP vocabulary words, taken from the practice MC passages they do throughout the quarter. **AP English Language Exam** (although the results are not available until the summer)	**Unit Assessment/ Rubrics Attached:**	Circle **Ye** **No**

Campus: RUDY LOZANO LEADERSHIP ACADEMY **Course:** AP ENGLISH **Quarter:** 2 **Unit Number** 5

Campus-chosen **Big Idea**	How has propaganda been used to manipulate opinion and shape public policy?	**Topic**	**Propaganda**
Campus-chosen **Content within Topic**	Students will analyze effective elements of propaganda, and create a propaganda campaign that educates peers about a social issue.		
Campus-chosen **Key Content Vocabulary**	Propaganda, logical fallacies (loaded words, oversimplification, bandwagon, hasty generalization, ad hominem attack, faulty cause and effec appeals to pathos, censorship, scapegoat, bias, stereotype		
Anchor Texts(s)	Ch. 7 "Land of Liberty: The Myth of Freedom in a 'New World Order'" from *Rereading America*; *1984* by George Orwell		

ILLINOIS STATE STANDARDS Essential Skills Benchmarks: Language Arts	**Skill Descriptors** *(Teacher-chosen descriptors answer the question: How will my students attain the benchmark?)*	**# of Da Classes**
READING		
LA1. Apply word analysis and vocabulary skills to comprehend selections.		
LA2. Identify and interpret tone, diction, imagery, and figurative language in relation to an author's purpose.	LAA4 Identify the effect of literary devices (e.g., allusion, diction, figurative language, imagery) in text and explain how they are used for the author's overall purposes. LAA6 Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage. (CR)	*7*
LA3. Apply pre-, during, and after-reading strategies to analyze synthesize, and evaluate text.	LAA8 Summarize and paraphrase short passages and poems (CR)	*5*
LA4. Identify the main idea of paragraphs, essays, poems, and narratives; and evaluate their supporting details.	LAA11 identify the author's controlling idea/thesis in both non-fiction and narrative texts (CR)	*7*
LA5. Use both simple and complex inference to name, extrapolate meaning, understand motivation, analyze, synthesize, and evaluate.	LAA15 Infer emotions, feelings, and motivations of characters through details in the story, description, and the connotation of words LAA18 Recognize the influence of media on the reader and thinker (CR)	*10*
LA6. Determine the sequence of events and other organizational patterns in text.	LAA22 Identify, analyze, and compare ideas and impressions communicated through a variety of literary works (CR)	*8*
LA7. Identify and evaluate patterns in fiction in relation to an author's purpose.	LAA23 Determine how the point of view of a piece of fiction affects the meaning of the work as a whole	*4*
LA8. Make connections from text-to-text, text-to-self, and text-to-world in both modern and historical contexts.	LAA28 Relate reading to prior knowledge and experience and make connections to related information (CR) LAA36 Understand and generalize about portions of a complex literary narrative (CR)	*8*
LA9. Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on.		
SPEECH		
LA10. Listen to, categorize the information in, evaluate, and act on a speaker's message.		
LA11. Research, organize, and present a timed speech.		
WRITING		
LA12. Use a variety of sentence structures in properly punctuated, complete sentences.	LAA47 Write properly punctuated complex sentences within each composition	*6*
LA13. Edit for and use appropriate writing conventions, including capitalization; plurals, possessives and contractions, subject/verb and pronoun/antecedent agreement, and comma use.	LAA53 Proofread effectively	*4*
LA14. Write focused paragraphs that use transitions.		
LA15. Develop multi-paragraph compositions that include an introduction, first and second levels of support, and a conclusion for both exposition and persuasion.	LAA58 Analyze your audience before writing a composition	*2*
LA16. Compose business documents.	Compose and present a formal proposal.	*3*
LA17. Learn to access information and use facts, expert opinion, and testimony to support a thesis statement in a composition or speech.		
LA18. Use forms of logic to formulate and defend arguments presented, and be persuasive and expressive without abandoning that logic.	LAA73 Identify and avoid categories and types of logical fallacies, including those of emotion, distractions from the argument, misinformation, faulty generalizations, and irrelevant connections. (CR) LAA74 Choose emotional pulls and appropriate diction after carefully analyzing the audience of a piece of writing (CR)	*6*

UNIT PACING CHART

Teacher-chosen **End Products with Assessment Descriptions**	**Propaganda Project**: Students create an "anti-propaganda" project that educates peers about the social issue they learned about in Unit 2. Media and methods are chosen by the students; they will create a proposal for the project and write an essay analyzing the effectiveness of their strategies. Essays and proposals are graded by rubric (clarity of ideas, attention to audience, conventions). **Participation in Seminars** on selected texts in the unit are graded by rubric (reference to text, quality of response to ideas, depth of interpretation). Student groups are responsible for leading at least one seminar. **Defense of learning** rubric: clarity of their defense, their preparation, and their level of self-reflection	**Unit Assessment/ Rubrics Attached:**	Circle Ye N

COURSE DESCRIPTION

CAMPUS: RLLA

COURSE TITLE: Algebra 2 w/ Trig

NUMBER OF CREDITS: 1

SKILLS LEVEL OF COURSE: Advanced

COURSE DESCRIPTION:

The primary goal of Algebra 2 is for students to conceptualize, analyze, and identify relationships among functions. Algebra II is the formal development and extension of Algebra I. The emphasis of this course is on teaching equation solving and its application in solving word problems. Proficiency is acquired in analyzing and solving quadratic functions using complex numbers. Students will investigate and make conjectures about absolute value, radical, exponential, polynomial, logarithmic and sine and cosine functions algebraically, numerically, and graphically, with and without technology. They will extend their algebraic skills to compute with rational expressions and rational exponents as well as work with and build an understanding of complex numbers and systems of equations/matrices and inequalities. Students will analyze statistical data and apply concepts of probability using permutations and combinations. Students will work with quadratic relations and conic sections. Application of these skills will be applied through projects such as having students create letter using linear and quadratic functions, and analyzing hang time though radical functions. Graphing calculators will also be used. By applying mathematical skills we can make meaningful connections to life's experiences. An end goal for the course will entail students seeing that Algebra is not a boring list of rules and procedures to memorize but instead a gateway to exploring the world around us all. Students will learn that math is a tool for understanding the world among us.

Units covered in this course include the following:

Quarter One

1. Equations/Inequalities/Functions
2. Graphing Equations/Inequalities/Functions
3. Linear Systems/Matrices

Quarter Two

4. Quadratic Functions/Factoring
5. Polynomials/Polynomial Functions
6. Rational Functions/Equations
7. Radical Functions/Expressions
8. Trigonometric Functions/Identities

Major Projects:

-Unit Portfolios

-Real World Systems Project

Text: *McDougal Littell* Algebra 2, 2007

Assessments:

1. All non-project assessments will be one of the following: Quarter exams
2. All project assessments will be graded with a rubric.

Campus:	RLLA	Course:	Algebra 2 w/ Trig
ILLINOIS STATE STANDARDS Essential Skills Framework Exit Benchmarks Course Area/Level:	Advanced		

COURSE CONTENT SCOPE&SEQUENCE

QUARTER ONE

	UNIT ONE	UNIT TWO	UNIT THREE
TOPIC(S)	Linear equations and inequalities	Systems and Matrices	Graphing Linear Functions
CORE TEXT(S)	McDougal Little *Algebra 2, 2007* *Chapter 1*	McDougal Little *Algebra 2, 2007* *Chapter 3*	McDougal Little *Algebra 2, 2007* *Chapter 2*
PROJECT(S)	Portfolio • Vocab • Skill examples • Skill explanations	Portfolio • Vocab • Skill examples • Skill explanations	Portfolio • Vocab • Skill examples • Skill explanations
ASSESSMENTS	Portfolio rubric	Portfolio rubric	Portfolio rubric
Add. STATE STANDARDS			

QUARTER TWO

	UNIT FOUR	UNIT FIVE	UNIT SIX	UNIT SEVEN	UNIT EIGHT
TOPIC(S)	Quadratic Functions and Equations	Polynomial Functions and Expressions	Radical Functions and Equations	Rational Functions and Expressions	Trigonometric Functions and Identities
CORE TEXT(S)	McDougal Little *Algebra 2, 2007* *Chapter 4*	McDougal Little *Algebra 2, 2007* *Chapter 5*	McDougal Little *Algebra 2, 2007* *Chapter 6*	McDougal Little *Algebra 2, 2007* *Chapter 8*	McDougal Little *Algebra 2, 2007* *Chapter 13*
PROJECT(S)	Portfolio • Vocab • Skill examples • Skill explanations	Portfolio • Vocab • Skill examples • Skill explanations	Portfolio • Vocab • Skill examples • Skill explanations	Portfolio • Vocab • Skill examples • Skill explanations	Portfolio • Vocab • Skill examples • Skill explanations
ASSESSMENTS	Portfolio rubric	Portfolio rubric	Portfolio rubric	Portfolio rubric	Portfolio rubric
Add. STATE STANDARDS					

Campus: RLLA

Course: Algebra 2 w/ Trig

SKILLS SCOPE & SEQUENCE

ILLINOIS STATE STANDARDS Essential Skills Benchmarks: Social Studies--MATH- ADVANCED	Quarter(s) Skills Are Taught (# of descriptors taught for that benchmark in that quarter)	
M2. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	X	X
M3. Select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil for different problems.	X	
M4. Solve problems, using comparison of quantities, ratios, proportions, and percents		
M5. Examine describe, classify, compare, and compute simple to complex measurements to determine indirect measures.		
M6 Recognize and determine realistic approximations and estimations of measurements for simple to complex real-world situations with desired levels of reliability and validity		
M7. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.		X
M8. Solve linear equations to find the value of a variable by using the properties of real numbers	X	
M9. Draw and interpret graphs of relations, including the concept of a function, finding domains and ranges, and linking equations to functions.	X	
M10. Graph and model situations that use straight lines and relate their equations to their slopes and intercepts. Use graphs to make predictions. Graph linear inequalities in two variables.	X	
M11. Solve pairs of linear equations in two variables using both graphs and algebraic methods to solve word problems.	X	
M12. Understand the relationships among the solutions of an equation, the x-intercepts of a graph, and the factors of a polynomial through adding, subtracting, multiplying, dividing, and raising to powers.		X
M13. Use algebraic concepts and procedures to represent and solve problems.	X	
M14. Understand the relationship between geometric ideas and their representation with coordinate systems by finding lengths and midpoints of line segments, slopes, parallel and perpendicular lines, and equations of lines.		
M16. Classify and understand relationships among quadrilaterals and find measures of sides, perimeters, and areas of quadrilaterals. Use coordinate geometry to determine regularity, congruence, and similarity.		
M18. Prove the Pythagorean Theorem and apply it to solve problems, including those involving the altitudes of right triangles.		X
M19. Define and understand ideas related to circles; perform constructions; find measures of arcs and angles related to them as well as circumference and area.		
M21. Apply problem-solving skills in real world applications	X	
M22. Construct convincing arguments and proofs to solve problems.		
M23. Use trigonometric ratios and circular functions to solve problems.		X
M24. Organize, describe, and make predictions from existing data.		
M25. Formulate questions, design data collection methods, gather and analyze data and communicate findings.		
M26. Determine, describe, and apply the probability of events.		

Campus: RLLA **Course/ Level:** Algebra 2 w/ trig / Advanced **Quarter:** 1 **Unit Number:** 1

Campus-chosen **Big Idea**	• What are linear equations? • How are linear equations represented graphically? • What is the relationship between linear equations and expressions?	Campus-chosen **Topic**	Linear equations and inequalities
Campus-chosen **Content within Topic**	By the end of the unit, students can apply their understanding of balance and order of operations and explain problems while also accurately solving problems and applying and using the respective vocabulary.		
Campus-chosen **Key Content Vocabulary**	**Reciprocal, coefficient, linear equation/inequality, simplify, evaluate, algebraic expression, numerical expression, variable, exponent, absolute value,**		
Anchor Text(s)	McDougal Little *Algebra 2, 2007 Chapter 1*		

ILLINOIS STATE STANDARDS Essential Skills Benchmarks: MATH-- ADVANCED	Skill Descriptors *(Teacher-chosen descriptors answer the question: How will my students attain the benchmark?)*	# of Days Classes
M2. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	• Solve practical computation problems involving whole numbers, integers and rational numbers. • Apply primes, factors, divisors, multiples, common factors and common multiples in solving problems. • Identify and apply properties of real numbers including pi, squares, and square roots.	5
M3. Select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil for different problems.	MAA4 Use mental arithmetic to compute with simple fractions, decimals, and powers.	8
M4. Solve problems, using comparison of quantities, ratios, proportions, and percents		
M5. Examine describe, classify, compare, and compute simple to complex measurements to determine indirect measures.		
M6 Recognize and determine realistic approximations and estimations of measurements for simple to complex real-world situations with desired levels of reliability and validity		
M7. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.		
M8. Solve linear equations to find the value of a variable by using the properties of real numbers	• Solve problems using numeric, graphic or symbolic representations of variables, expressions, equations and inequalities. • Apply properties of powers, perfect squares and roots. • Formulate and solve linear and quadratic equations and linear inequalities algebraically and investigate nonlinear inequalities using graphs, tables, calculators and computer.	5
M9. Draw and interpret graphs of relations, including the concept of a function, finding domains and ranges, and linking equations to functions.		
M10. Graph and model situations that use straight lines and relate their equations to their slopes and intercepts. Use graphs to make predictions. Graph linear inequalities in two variables.		
M12. Understand the relationships among the solutions of an equation, the x-intercepts of a graph, and the factors of a polynomial through adding, subtracting, multiplying, dividing, and raising to powers.		
M13. Use algebraic concepts and procedures to represent and solve problems.	• Solve problems using numeric, graphic or symbolic representations of variables, expressions, equations and inequalities. • Apply properties of powers, perfect squares and roots. • Formulate and solve linear and quadratic equations and linear inequalities algebraically and investigate nonlinear inequalities using graphs, tables, calculators and computer.	4
M14. Understand the relationship between geometric ideas and their representation with		

UNIT PACING CHART

perpendicular lines, and equations of lines.		
M16. Classify and understand relationships among quadrilaterals and find measures of sides, perimeters, and areas of quadrilaterals. Use coordinate geometry to determine regularity, congruence, and similarity.		
M19. Define and understand ideas related to circles; perform constructions; find measures of arcs and angles related to them as well as circumference and area.		
M21. Apply problem-solving skills in real world applications		
M22. Construct convincing arguments and proofs to solve problems.		
M23. Use trigonometric ratios and circular functions to solve problems.		
M24. Organize, describe, and make predictions from existing data.		
M25. Formulate questions, design data collection methods, gather and analyze data and communicate findings.		
M26. Determine, describe, and apply the probability of events.		

Teacher-chosen **End Product(s)**	-Unit Portfolio is graded by several rubrics. The Vocab rubric grades the accuracy and proper identification of the meaning of the vocab word. The examples rubric grades the accurate completion of a math problem. The explanation rubric grades the rationale and steps of the solution process in writing.	**Unit Assessment/Rubrics Attached**	Circle C Yes / N

Campus: RLLA **Course/ Level:** Algebra 2 w/ trig / Advanced **Quarter:** 1 **Unit Number:** 2

Campus-chosen **Big Idea**	• What is a matrix? • Why is it important to use order and organization when solving extended equations (problems)? • Can systems of equations be used in real life situations? • What should be considered when deciding to use substitution or elimination? • What methods can be used when trying to solve equations of systems?	Campus-chosen **Topic**	Systems and Matrices
Campus-chosen **Content within Topic**	Students can apply their understandings from unit 1 (of rewriting equations, simplifying/evaluating expressions, order of operations, and balancing of equations) to solve linear equations in two variables. Students can apply their understandings from unit 1 (of rewriting equations, simplifying/evaluating expressions, order of operations, and balancing of equations) to solve linear equations in three variables. Students can add, subtract, and multiply matrices and solve matrix equations.		
Campus-chosen **Key Content Vocabulary**	**inverse/identity matrix, , matrix, determinant, substitution/elimination method, systems of linear equations, scalar, systems, matrix**		
Anchor Text(s)	McDougal Little *Algebra 2, 2007 Chapter 3*		

ILLINOIS STATE STANDARDS Essential Skills Benchmarks: MATH-- ADVANCED	Skill Descriptors *(Teacher-chosen descriptors answer the question: How will my students attain the benchmark?)*	# of Day Classes
M2. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	• MAA2 Solve problems using exponents, logarithms, and simple and complex matrix operations.	3
M3. Select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil for different problems.		
M4. Solve problems, using comparison of quantities, ratios, proportions, and percents		
M5. Examine describe, classify, compare, and compute simple to complex measurements		

to determine indirect measures.		
M6 Recognize and determine realistic approximations and estimations of measurements for simple to complex real-world situations with desired levels of reliability and validity		
M7. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.		
M8. Solve linear equations to find the value of a variable by using the properties of real numbers		
M9. Draw and interpret graphs of relations, including the concept of a function, finding domains and ranges, and linking equations to functions.		
M10. Graph and model situations that use straight lines and relate their equations to their slopes and intercepts. Use graphs to make predictions. Graph linear inequalities in two variables.		
M11. Solve pairs of linear equations in two variables using both graphs and algebraic methods to solve word problems.	• Find solution to systems of linear equations (two variable and three variable) • Write expressions, equations, and inequalities for common algebra settings (two variable systems) • Manipulate expressions and equations (rewrite and substitute equations into others)	8
M12. Understand the relationships among the solutions of an equation, the x-intercepts of a graph, and the factors of a polynomial through adding, subtracting, multiplying, dividing, and raising to powers.		
M13. Use algebraic concepts and procedures to represent and solve problems.	• ***MAA27 Describe the relationship of a mathematical model and solve real problems using mathematical functions and relations.***	2
M14. Understand the relationship between geometric ideas and their representation with coordinate systems by finding lengths and midpoints of line segments, slopes, parallel and perpendicular lines, and equations of lines.		
M16. Classify and understand relationships among quadrilaterals and find measures of sides, perimeters, and areas of quadrilaterals. Use coordinate geometry to determine regularity, congruence, and similarity.		
M19. Define and understand ideas related to circles; perform constructions; find measures of arcs and angles related to them as well as circumference and area.		
M21. Apply problem-solving skills in real world applications	• ***Find solutions to real world problems using systems of two linear equations***	5
M22. Construct convincing arguments and proofs to solve problems.		
M23. Use trigonometric ratios and circular functions to solve problems.		
M24. Organize, describe, and make predictions from existing data.		
M25. Formulate questions, design data collection methods, gather and analyze data and communicate findings.		
M26. Determine, describe, and apply the probability of events.		

Teacher-chosen **End Product(s)**	-Unit Portfolio is graded by several rubrics. The Vocab rubric grades the accuracy and proper identification of the meaning of the vocab word. The examples rubric grades the accurate completion of a math problem. The explanation rubric grades the rationale and steps of the solution process in writing.	**Unit Assessment/Rubrics Attached**	Circle C Yes / N

Campus: RLLA **Course/ Level:** Algebra 2 w/ trig / Advanced **Quarter:** 1 **Unit Number:** 3

Campus-chosen **Big Idea**	• How do you graph a linear equation? • How do you identify linear relationships? • How do you represent linear relationships in tables, graphs, and equations?	Campus-chosen **Topic**	Graphing Equations/Inequalities/Functior
Campus-chosen **Content within Topic**	**Calculate** the relationship of linear functions and **explain/interpret** the relevance of the relationship (slope). **Construct** linear functions given some or all of the parts of the equation. **Graph** linear equations given some or all components of the equation. Graph linear inequalities given an inequality in standard for or slope intercept form practice their understanding of graphing of linear functions to find solutions to systems of linear equations in two variables practice their understanding of graphing of linear inequalities to find solutions of systems of linear inequalities in two variables		
Campus-chosen **Key Content Vocabulary**	**domain, range, function, slope, y-intercept, slope intercept form, x-intercept, rate of change, independent variable , dependent variable, input, output**		
Anchor Text(s)	McDougal Little *Algebra 2, 2007 Chapter 2*		

ILLINOIS STATE STANDARDS Essential Skills Benchmarks: MATH--ADVANCED	Skill Descriptors *(Teacher-chosen descriptors answer the question: How will my students attain the benchmark?)*	# of Da Classes
M2. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.		
M3. Select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil for different problems.		
M4. Solve problems, using comparison of quantities, ratios, proportions, and percents		
M5. Examine describe, classify, compare, and compute simple to complex measurements to determine indirect measures.		
M6 Recognize and determine realistic approximations and estimations of measurements for simple to complex real-world situations with desired levels of reliability and validity		
M7. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.		
M8. Solve linear equations to find the value of a variable by using the properties of real numbers		
M9. Draw and interpret graphs of relations, including the concept of a function, finding domains and ranges, and linking equations to functions.	• **MAA18** Describe the relationship of the dependent and independent variables from a graph	7
M10. Graph and model situations that use straight lines and relate their equations to their slopes and intercepts. Use graphs to make predictions. Graph linear inequalities in two variables.	• Analyze and report the effects of changing coefficients, exponents and other parameters on functions and their graphs. • Identify the graph of a linear inequality on the number line • Match linear graphs with their equations • Use properties of parallel and perpendicular lines to determine an equations of a line or coordinates of a point	7
M12. Understand the relationships among the solutions of an equation, the x-intercepts of a graph, and the factors of a polynomial through adding, subtracting, multiplying, dividing, and raising to powers.		
M13. Use algebraic concepts and procedures to represent and solve problems.		
M14. Understand the relationship between geometric ideas and their representation with coordinate systems by finding lengths and midpoints of line segments, slopes, parallel and perpendicular lines, and equations of lines.		
M16. Classify and understand relationships among quadrilaterals and find measures of sides, perimeters, and areas of quadrilaterals. Use coordinate geometry to determine regularity, congruence, and similarity.		
M19. Define and understand ideas related to circles; perform constructions; find measures of arcs and angles related to them as well as circumference and area.		
M21. Apply problem-solving skills in real world applications		
M22. Construct convincing arguments and proofs to solve problems.		
M23. Use trigonometric ratios and circular functions to solve problems.		

M24. Organize, describe, and make predictions from existing data.			
M25. Formulate questions, design data collection methods, gather and analyze data and communicate findings.			
M26. Determine, describe, and apply the probability of events.			
Teacher-chosen **End Product(s)**	-Unit Portfolio is graded by several rubrics. The Vocab rubric grades the accuracy and proper identification of the meaning of the vocab word. The examples rubric grades the accurate completion of a math problem. The explanation rubric grades the rationale and steps of the solution process in writing.	**Unit Assessment/Rubrics Attached**	Circle Yes /

Campus: RLLA **Course/ Level:** Algebra 2 w/ trig / Advanced **Quarter:** 2 **Unit Number:** 4

Campus-chosen **Big Idea**	• What does a quadratic functions look like? • How do I decide the best method to solve quadratic equations? • How does the zero product property help to solve quadratic equations? • When is the square root technique most effective in solving quadratic equations? • How do you use factors to simplify a quadratic expression or solve a quadratic equation?	Campus-chosen **Topic**	**Quadratic Functions an Factoring**
Campus-chosen **Content within Topic**	Students will be able to predict and interpret the shape of quadratic functions as well as graph quadratic functions using a table of values Students will be able to choose/determine which of three different methods is the most appropriate in order to solve quadratic equations.		
Campus-chosen **Key Content Vocabulary**	**Quadratic function, quadratic equations, factoring, square root, quadratic formula, complex number, parabola**		
Anchor Text(s)	McDougal Little *Algebra 2, 2007 Chapter 4*		

ILLINOIS STATE STANDARDS Essential Skills Benchmarks: MATH--ADVANCED	Skill Descriptors *(Teacher-chosen descriptors answer the question: How will my students attain the benchmark?)*	# of Da Classes
M2. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	MAA1 Compare and contrast the properties of numbers and number systems, including complex numbers, rational and real numbers as solutions to quadratic equations	4
M3. Select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil for different problems.		
M4. Solve problems, using comparison of quantities, ratios, proportions, and percents		
M5. Examine describe, classify, compare, and compute simple to complex measurements to determine indirect measures.		
M6 Recognize and determine realistic approximations and estimations of measurements for simple to complex real-world situations with desired levels of reliability and validity		
M7. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.		
M8. Solve linear equations to find the value of a variable by using the properties of real numbers		
M9. Draw and interpret graphs of relations, including the concept of a function, finding domains and ranges, and linking equations to functions.		
M10. Graph and model situations that use straight lines and relate their equations to their slopes and intercepts. Use graphs to make predictions. Graph linear inequalities in two variables.		
M12. Understand the relationships among the solutions of an equation, the x-intercepts of a graph, and the factors of a polynomial through adding, subtracting, multiplying, dividing, and raising to powers.	• ***MAA24*** Understand and compare the properties of classes of functions, including exponential, polynomial, rational, logarithmic, and periodic functions. • ***Solve quadratic equations*** • ***Recognize special characteristics of parabolas and circles (the vertex of a parabola..)*** • Factor simple quadratics • Add, subtract, and multiply polynomials	10

	• Identify solutions to cimple quadratic equations • Identify characteristics of graphs based on a set of conditions or on a general equation such as y=ax^2+c	
M13. Use algebraic concepts and procedures to represent and solve problems.		
M14. Understand the relationship between geometric ideas and their representation with coordinate systems by finding lengths and midpoints of line segments, slopes, parallel and perpendicular lines, and equations of lines.		
M16. Classify and understand relationships among quadrilaterals and find measures of sides, perimeters, and areas of quadrilaterals. Use coordinate geometry to determine regularity, congruence, and similarity.		
M19. Define and understand ideas related to circles; perform constructions; find measures of arcs and angles related to them as well as circumference and area.		
M21. Apply problem-solving skills in real world applications		
M22. Construct convincing arguments and proofs to solve problems.		
M23. Use trigonometric ratios and circular functions to solve problems.		
M24. Organize, describe, and make predictions from existing data.		
M25. Formulate questions, design data collection methods, gather and analyze data and communicate findings.		
M26. Determine, describe, and apply the probability of events.		

Teacher-chosen **End Product(s)**	-Unit Portfolio is graded by several rubrics. The Vocab rubric grades the accuracy and proper identification of the meaning of the vocab word. The examples rubric grades the accurate completion of a math problem. The explanation rubric grades the rationale and steps of the solution process in writing.	**Unit Assessment/Rubrics Attached**	Circle (Yes / N

Campus: RLLA **Course/ Level:** Algebra 2 w/ trig /. Advanced **Quarter:** 2 **Unit Number:** 5

Campus-chosen **Big Idea**	• What does end behavior mean? • What are the categories used to name a polynomials based on the degree and the number of terms in the expression • How are the operations of addition and subtraction applied to polynomials? • How do you multiply polynomials?	*Campus-chosen* **Topic**	**Polynomial functions an expressions**
Campus-chosen **Content within Topic**	Students will be able to predict and interpret the shape of polynomial functions as well as graph polynomial functions using a table of values and graphing calculator. Students will be able to manipulate/simplify polynomials through simple addition, subtraction and multiplication.		
Campus-chosen **Key Content Vocabulary**	**Monomial, binomial, polynomial, trinomial, polynomial function**		
Anchor Text(s)	McDougal Little *Algebra 2, 2007 Chapter 5*		

ILLINOIS STATE STANDARDS Essential Skills Benchmarks: MATH--ADVANCED	Skill Descriptors *(Teacher-chosen descriptors answer the question: How will my students attain the benchmark?)*	# of Da Classes
M2. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.		
M3. Select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil for different problems.		
M4. Solve problems, using comparison of quantities, ratios, proportions, and percents		
M5. Examine describe, classify, compare, and compute simple to complex measurements to determine indirect measures.		
M6 Recognize and determine realistic approximations and estimations of measurements for simple to complex real-world situations with desired levels of reliability and validity		

M7. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	MAA13 Select and use appropriate technology, instruments, and formulas to solve problems, interpret results, and communicate findings.	4
M8. Solve linear equations to find the value of a variable by using the properties of real numbers		
M9. Draw and interpret graphs of relations, including the concept of a function, finding domains and ranges, and linking equations to functions.		
M10. Graph and model situations that use straight lines and relate their equations to their slopes and intercepts. Use graphs to make predictions. Graph linear inequalities in two variables.		
M12. Understand the relationships among the solutions of an equation, the x-intercepts of a graph, and the factors of a polynomial through adding, subtracting, multiplying, dividing, and raising to powers.	• **MAA24** Understand and compare the properties of classes of functions, including exponential, polynomial, rational, logarithmic, and periodic functions.	3
M13. Use algebraic concepts and procedures to represent and solve problems.		
M14. Understand the relationship between geometric ideas and their representation with coordinate systems by finding lengths and midpoints of line segments, slopes, parallel and perpendicular lines, and equations of lines.		
M16. Classify and understand relationships among quadrilaterals and find measures of sides, perimeters, and areas of quadrilaterals. Use coordinate geometry to determine regularity, congruence, and similarity.		
M19. Define and understand ideas related to circles; perform constructions; find measures of arcs and angles related to them as well as circumference and area.		
M21. Apply problem-solving skills in real world applications		
M22. Construct convincing arguments and proofs to solve problems.		
M23. Use trigonometric ratios and circular functions to solve problems.		
M24. Organize, describe, and make predictions from existing data.		
M25. Formulate questions, design data collection methods, gather and analyze data and communicate findings.		
M26. Determine, describe, and apply the probability of events.		

Teacher-chosen **End Product(s)**	-Unit Portfolio is graded by several rubrics. The Vocab rubric grades the accuracy and proper identification of the meaning of the vocab word. The examples rubric grades the accurate completion of a math problem. The explanation rubric grades the rationale and steps of the solution process in writing.	**Unit Assessment/Rubrics Attached**	Circle (Yes / I

Campus: RLLA **Course/ Level:** Algebra 2 w/ trig / Advanced **Quarter:** 2 **Unit Number:** 6

Campus-chosen **Big Idea**	• What is the relationship between nth roots and rational exponents? • How is the concept of inverse operations used to solve radical equations?	*Campus-chosen* **Topic**	Radical Functions a Equations
Campus-chosen **Content within Topic**	Students will be able to simplify and complete basic operations with expressions involving simple and rational exponents. Students will be able to solve radical equations using properties of inverses and rational exponents.		
Campus-chosen **Key Content Vocabulary**	**Rational exponent, radical equation,**		
Anchor Text(s)	McDougal Little *Algebra 2, 2007 Chapter 6*		

ILLINOIS STATE STANDARDS Essential Skills Benchmarks: MATH--ADVANCED	Skill Descriptors *(Teacher-chosen descriptors answer the question: How will my students attain the benchmark?)*	# of Da Classes
M2. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	• Solve linear, rational, radical, absolute value, *logarithmic and *exponential equations in one and two variables with application of domain and range.	3

M3. Select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil for different problems.	
M4. Solve problems, using comparison of quantities, ratios, proportions, and percents	
M5. Examine describe, classify, compare, and compute simple to complex measurements to determine indirect measures.	
M6 Recognize and determine realistic approximations and estimations of measurements for simple to complex real-world situations with desired levels of reliability and validity	
M7. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	
M8. Solve linear equations to find the value of a variable by using the properties of real numbers	
M9. Draw and interpret graphs of relations, including the concept of a function, finding domains and ranges, and linking equations to functions.	
M10. Graph and model situations that use straight lines and relate their equations to their slopes and intercepts. Use graphs to make predictions. Graph linear inequalities in two variables.	
M12. Understand the relationships among the solutions of an equation, the x-intercepts of a graph, and the factors of a polynomial through adding, subtracting, multiplying, dividing, and raising to powers.	
M13. Use algebraic concepts and procedures to represent and solve problems.	
M14. Understand the relationship between geometric ideas and their representation with coordinate systems by finding lengths and midpoints of line segments, slopes, parallel and perpendicular lines, and equations of lines.	
M16. Classify and understand relationships among quadrilaterals and find measures of sides, perimeters, and areas of quadrilaterals. Use coordinate geometry to determine regularity, congruence, and similarity.	
M19. Define and understand ideas related to circles; perform constructions; find measures of arcs and angles related to them as well as circumference and area.	
M21. Apply problem-solving skills in real world applications	
M22. Construct convincing arguments and proofs to solve problems.	
M23. Use trigonometric ratios and circular functions to solve problems.	
M24. Organize, describe, and make predictions from existing data.	
M25. Formulate questions, design data collection methods, gather and analyze data and communicate findings.	
M26. Determine, describe, and apply the probability of events.	

Teacher-chosen **End Product(s)**	-Unit Portfolio is graded by several rubrics. The Vocab rubric grades the accuracy and proper identification of the meaning of the vocab word. The examples rubric grades the accurate completion of a math problem. The explanation rubric grades the rationale and steps of the solution process in writing.	**Unit Assessment/Rubrics Attached**	Circle Yes /

Campus: RLLA **Course/ Level:** Algebra 2 w/ trig / Advanced **Quarter:** 2 **Unit Number:** 7

Campus-chosen **Big Idea**	• What are the steps for simplifying rational expressions? • What are rational expressions? • How are rational expressions multiplied and divided? • How are equations with rational expressions solved?	*Campus-chosen* **Topic**	Rational Expressions and functions
Campus-chosen **Content within Topic**	Students will be able to predict and interpret the shape of rational functions as well as graph rational functions using a table of values and graphing calculator. Students will be able to simplify rational expressions and utilize this skill in order to multiply and divide rational expressions Students will be able to create equivalent fractions (rational expressions with common denominators) in order to add and subtract rational expressions. Students will be able solve rational equations.		

Key Content Vocabulary	
Anchor Text(s)	McDougal Little *Algebra 2, 2007 Chapter 8*

ILLINOIS STATE STANDARDS Essential Skills Benchmarks: MATH--ADVANCED	Skill Descriptors *(Teacher-chosen descriptors answer the question: How will my students attain the benchmark?)*	# of Da Classes
M2. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	• Solve linear, rational, radical, absolute value, *logarithmic and *exponential equations in one and two variables with application of domain and range.	5
M3. Select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil for different problems.		
M4. Solve problems, using comparison of quantities, ratios, proportions, and percents		
M5. Examine describe, classify, compare, and compute simple to complex measurements to determine indirect measures.		
M6 Recognize and determine realistic approximations and estimations of measurements for simple to complex real-world situations with desired levels of reliability and validity		
M7. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.		
M8. Solve linear equations to find the value of a variable by using the properties of real numbers		
M9. Draw and interpret graphs of relations, including the concept of a function, finding domains and ranges, and linking equations to functions.		
M10. Graph and model situations that use straight lines and relate their equations to their slopes and intercepts. Use graphs to make predictions. Graph linear inequalities in two variables.		
M12. Understand the relationships among the solutions of an equation, the x-intercepts of a graph, and the factors of a polynomial through adding, subtracting, multiplying, dividing, and raising to powers.		
M13. Use algebraic concepts and procedures to represent and solve problems.		
M14. Understand the relationship between geometric ideas and their representation with coordinate systems by finding lengths and midpoints of line segments, slopes, parallel and perpendicular lines, and equations of lines.		
M16. Classify and understand relationships among quadrilaterals and find measures of sides, perimeters, and areas of quadrilaterals. Use coordinate geometry to determine regularity, congruence, and similarity.		
M19. Define and understand ideas related to circles; perform constructions; find measures of arcs and angles related to them as well as circumference and area.		
M21. Apply problem-solving skills in real world applications		
M22. Construct convincing arguments and proofs to solve problems.		
M23. Use trigonometric ratios and circular functions to solve problems.		
M24. Organize, describe, and make predictions from existing data.		
M25. Formulate questions, design data collection methods, gather and analyze data and communicate findings.		
M26. Determine, describe, and apply the probability of events.		

Teacher-chosen **End Product(s)**	-Unit Portfolio is graded by several rubrics. The Vocab rubric grades the accuracy and proper identification of the meaning of the vocab word. The examples rubric grades the accurate completion of a math problem. The explanation rubric grades the rationale and steps of the solution process in writing.	**Unit Assessment/Rubrics Attached**	Circle C Yes / N

Campus: RLLA **Course/ Level:** Algebra 2 w/ trig / Advanced **Quarter:** 2 **Unit Number:** 8

Campus-chosen **Big Idea**	• How are trigonometric functions used in right triangles? • How does the acronym SOHCAHTOA define the trigonometric ratios • When would I use trigonometric ratios	Campus-chosen **Topic**	Trigonometric functions and identiti

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Campus-chosen **Content within Topic**	Students will be able to evaluate (list) trigonometric functions in right triangles when none or some information has been omitted. Students will be able to apply their knowledge base of trigonometric functions to find missing lengths of a right triangle.
Campus-chosen **Key Content Vocabulary**	**Sine, cosine, tangent, secant, cosecant, cotangent, theta,**
Anchor Text(s)	McDougal Little *Algebra 2, 2007 Chapter 13*

ILLINOIS STATE STANDARDS Essential Skills Benchmarks: MATH--ADVANCED	Skill Descriptors *(Teacher-chosen descriptors answer the question: How will my students attain the benchmark?)*	# of Da Classes
M2. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.		
M3. Select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil for different problems.		
M4. Solve problems, using comparison of quantities, ratios, proportions, and percents		
M5. Examine describe, classify, compare, and compute simple to complex measurements to determine indirect measures.		
M6 Recognize and determine realistic approximations and estimations of measurements for simple to complex real-world situations with desired levels of reliability and validity		
M7. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.		
M8. Solve linear equations to find the value of a variable by using the properties of real numbers		
M9. Draw and interpret graphs of relations, including the concept of a function, finding domains and ranges, and linking equations to functions.		
M10. Graph and model situations that use straight lines and relate their equations to their slopes and intercepts. Use graphs to make predictions. Graph linear inequalities in two variables.		
M12. Understand the relationships among the solutions of an equation, the x-intercepts of a graph, and the factors of a polynomial through adding, subtracting, multiplying, dividing, and raising to powers.		
M13. Use algebraic concepts and procedures to represent and solve problems.		
M14. Understand the relationship between geometric ideas and their representation with coordinate systems by finding lengths and midpoints of line segments, slopes, parallel and perpendicular lines, and equations of lines.		
M16. Classify and understand relationships among quadrilaterals and find measures of sides, perimeters, and areas of quadrilaterals. Use coordinate geometry to determine regularity, congruence, and similarity.		
M19. Define and understand ideas related to circles; perform constructions; find measures of arcs and angles related to them as well as circumference and area.		
M18. Prove the Pythagorean Theorem and apply it to solve problems, including those involving the altitudes of right triangles.	• Compute distances, lengths and measures of angles using proportions, the Pythagorean Theorem and its converse.	
M21. Apply problem-solving skills in real world applications		
M22. Construct convincing arguments and proofs to solve problems.		
M23. Use trigonometric ratios and circular functions to solve problems.	• Analyze and solve problems involving triangles using trigonometric ratios. • Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths.	
M24. Organize, describe, and make predictions from existing data.		
M25. Formulate questions, design data collection methods, gather and analyze data and communicate findings.		
M26. Determine, describe, and apply the probability of events.		

Teacher-chosen **End Product(s)**	-Unit Portfolio is graded by several rubrics. The Vocab rubric grades the accuracy and proper identification of the meaning of the vocab word. The examples rubric grades the accurate completion of a math problem. The explanation rubric grades the rationale and steps of the solution process in writing.	**Unit Assessment/Rubrics Attached**	Circle (Yes / N

ATTACHMENT 2

**Graduation & Student Discipline Policies from the school's student handbook*

Rudy Lozano Leadership Academy

INSTITUTO

A Program of Instituto Del Progreso Latino

Student Handbook

2011-2012

2570 S. Blue Island Ave
Chicago, Il 60608
773-890-0055 ♦ Fax: 773-890-1537

Graduation Checklist

All student must complete the list below to be considered for graduation.

- ✓ Personal Statement
- ✓ Meet with counselor and document scheduled graduation date
- ✓ Register for PSAE Test
- ✓ Take PSAE Test
- ✓ Attend One College Fair
- ✓ Document deadline for admissions applications for three colleges of your choice (Application will be complete when you have all of the required documents and you have submitted the application for consideration)
- ✓ Arrange for three teachers to write letters of recommendation (Use Letter of Recommendation Request Form – 1 per teacher/staff member)
- ✓ 40 Hours of Community Service
- ✓ Pass Constitution Test
- ✓ Attend One Job Fair Date: _____ Location:
- ✓ Complete a Professional Resume
- ✓ Attend Financial Aid Workshop
- ✓ Complete Financial Aid Application (FAFSA) if applicable (if not eligible for Financial Aid, you must complete at least 1 scholarship application)
- ✓ Take TABE test and show sufficient gain from previous test date (Student must post test at the 10th grade reading level)
- ✓ Turn in Completed Portfolio (See the Graduation Portfolio list for requirements)
- ✓ Complete Credit Requirements (Total credits are dependent upon when you start at RLLA. As of 9-2008, students must have total of 21 credits complete)
- ✓ Returned Books to Teachers
- ✓ Pay Student Fees

Part 6: Student Code of Conduct

Classroom Expectations

It is expected that all students will respect the classroom environment, including but not limited to fellow students and peers, guests, teachers, and other RLLA staff. Should a student be removed from class due to behavior issues, a teacher/administrator/student meeting will take place.

If students are dismissed from class, they will be given a hall pass and are to proceed to the office of the Dean of Student Affairs. Students that choose to wander to other locations in the building will result in greater disciplinary actions. They will remain out of the class for the remainder of the class period. Students are to proceed to their next period class when the bell rings.

Hall Pass

Students who need to be excused from class must ask for a hall pass from their teacher. Students who are in the hallways or unattended by a staff person are considered to be cutting and due process will be followed.

Cell phones and other Electronic Devices

- Cell phones are prohibited on school grounds. It is an unheard, unseen policy. Cell phones will be confiscated and returned **ONLY** to a parent or legal guardian. Repeated offenses will result in permanent confiscation.

- Please advise students that their families should contact them through the school phone where we can relay messages to them.

- Radios / CD players, mp3 players, i-pods, headphones, beepers, electronic games, and other electronic devices are not permitted on school grounds. They will be confiscated and **ONLY** be returned only to a parent or legal guardian. Repeated offenses will result in permanent confiscation.

Food and Drink

Students are not allowed to leave the classroom to get food or drinks nor are students allowed to leave the cafeteria with food or drinks (other than clear, white water bottles). Clear, white water bottles are the **ONLY** drinks allowed to be brought into the classrooms with the exception of the computer lab. **No food or drinks are allowed in any of the computer labs.**

Smoking

Smoking is not allowed on or around school grounds, including but not limited to school fieldtrips, breaks, emergency drills, lunch periods, or any other RLLA sponsored events and/or activities.

Substance Abuse

Students **will not** unlawfully possess any narcotic, stimulant, prescription drug or other controlled substance, distribute, sell or be under the influence of illegal drugs or alcoholic beverages in the school building or on school grounds, in school vehicles or buses, or at any school-sponsored activity at any time, whether on or off school grounds.

Students will not market or distribute any substance which is represented to be or is substantially similar in color, shape, size, or markings to a controlled substance in school buildings or on school grounds, in school vehicles or buses, or at any school-sponsored activity at any time, whether on or off school grounds.

Upon information that a student is suspected of violating this policy, the Principal and the Dean of Student's Affairs shall be notified immediately. If it is determined that the policy has indeed been violated, the Principal shall notify the student's parent or guardian and the appropriate law enforcement officials. A discipline hearing will be scheduled and the student will be subject to dismissal for a period of not less than one school semester.

Students who are dismissed from RLLA for drug or alcohol use will not be re-enrolled unless they show evidence of having enrolled and completed an individual reenrollment plan created by the RLLA Dean of Student Affairs, student, and Counselor.

Representation and Affiliation

In order to ensure a safe and welcoming learning environment, there is a zero tolerance on gang representation, group harassment (verbal and physical), graffiti, vandalism, or violence. Students are not allowed to wear any clothing, which represents a gang affiliation through colors, symbols, or words. This refers to anything, but not limited to, clothing worn by students including jewelry, shoes, and jackets, graphics of any kind on notebooks, book bags or in hair, etc.

Academic Theft

Academic theft consists of cheating and/or plagiarism. Plagiarism is both using someone else's words and/or ideas in your written work without giving them credit.

Cheating is copying answers from a fellow student, providing answers to a fellow student or using secret notes while doing work when such notes are forbidden by the teacher. Both plagiarism and cheating are considered very serious offenses with very serious consequences. The teacher may give any additional academic penalty they see fit.

Harassment Policy

Harassment is the intimidation of a person by another. It is usually verbal and sometimes sexual in nature and can also include stalking. There is a zero tolerance policy on any form of harassment. Students are expected to respect fellow students, staff and guests of all RLLA programs. Physical, verbal or sexual harassment will not be tolerated and any and all persons involved in these situations may be dismissed from RLLA.

When investigating allegations of any form of harassment or bullying (sexual, verbal and/or physical), RLLA will gather all and necessary data to get an accurate picture of the issues and concerns. A determination on the allegations is made from the facts on a case-by-case basis. All students involved in such allegations will be suspended until a thorough investigation is done and a final decision is made by the Student Services Committee.

Sexual Harassment

Students are to keep their hands off other students or staff. Sexual harassment is defined in this policy to include but not limited to, unwanted sexual advances, requests for sexual favors, verbal or physical conduct of a sexual nature, or visual forms of a sexual nature. Physical contact of a sexual nature constitutes sexual harassment and will require dismissal from RLLA.

Verbal Harassment

Examples of verbal harassment include: berating a person in front of other people, telling racist or sexist jokes, using racial or gender slurs, threatening bodily harm, making sexual overtures, and soliciting sexual favors. In addition, offensive or derogatory comments made to any person, either directly or indirectly, based on race, color, sex, religion, age, disability, sexual orientation, or national origin is also considered verbal harassment. Any form of verbal harassment may result in dismissal.

Physical Harassment

Physical harassment is any of the following but not limited to pushing, shoving, slapping, kicking, or touching that is offensive to a student. Any form of physical harassment requires immediate dismissal from RLLA.

Bullying

Bullying occurs often in schools. A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students. Bullying is long standing violence, physical or psychological, conducted by an individual or a group and directed at an individual who is not able to defend her/himself. Bullying is the willful, conscious desire to hurt another and put him/her under stress.

In a nutshell, ***bullying is a deliberate, conscious desire to hurt, tease, humiliate, threaten and frighten someone***.

Forms of bullying include, but are not limited to:

1. **Physical bullying**
    a. Pushing
    b. Tripping up
    c. Kicking
    d. Hitting
    e. Pinching
    f. Biting
    g. Forcing others to do things they don't wish to do
    h. Taking or damaging others belongings
    i. Demanding money

   j. Implementing silly pranks

2. **Verbal bullying**
   a. Teasing, mocking and taunting
   b. Abusive comments about appearances
   c. Verbal threats indicating physical harm
   d. Insulting family members, genders, race and religion
   e. Name calling
   f. Writing nasty letters about someone
3. **Psychological bullying**
   a. Spreading nasty rumors
   b. Deliberately excluding someone from activities
   c. Influencing/telling others to dislike someone
   d. Making a fool of someone
   e. Trying to dominate a person
4. **Cyber bullying**
   a. Any of the above forms of bullying that occurs over the internet. This may occur via Facebook, MySpace, Email, Text or any other social networking site.

Any form of bullying, whether directly or indirectly is not permitted and may result in dismissal from RLLA.

Weapons Policy

No students or nonstudents, including adults and visitors, shall possess, use, sell, or distribute a weapon when in a school location. The school will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

Weapon:

A weapon means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including but not limited to: any firearm whether loaded or unloaded, air guns, pellet guns, BB guns, all knives, blades, clubs, metal knuckles, num chucks, throwing stars, explosives, fireworks, mace, and other propellants, stun guns, ammunition, poisons, chains, arrows, and objects that have been modified to serve as a weapon.

No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broke or non functional, look-alike guns, toy guns, and any object that is facsimile of a real weapon.

No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.) to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

School Location:

Includes any school building or grounds, whether leased, rented owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

Discipline Code

This section describes a broad range of misconduct that is prohibited in RLLA and is aligned with the Chicago Public School Uniform Discipline Code. RLLA has, however, altered in particular locations, discipline consequences. This code is an effort to standardize our discipline procedure and to implement them with consistency. This code will allow students and parents to know in advance the consequences of specific acts of misconduct. Because the following sections listing acts of misconduct do not include all types of misconduct, students who commit acts of misconduct not listed under the following class categories are subject to the discretionary authority of the classroom teacher, Dean of Student's Affairs or a designee. In lieu of in-school or out of school suspensions for acts of misconduct, RLLA may also assign students to workshops in truancy/violence prevention or in conflict resolution activities.

The Code divides violations into four categories according to their severity. Class IV violations of school rules as well as violations of state and federal laws, and city ordinances will result in immediate removal. These Class IV violations must be reported to the proper authorities.

All cases are treated as a case by case basis as no two cases are alike. All cases are brought before the Student Services Committee to investigate and identify any and all issues that involve the case. All final decisions regarding student discipline is approved by the Principal or their Designee.

Levels of Disciplinary interventions

Tier 1:

- Eating in class or displaying food in class
- Using inappropriate language in or out of class
- Listening to or exhibiting any electronic devices in class
- Running and/or making excessive noise in the hall or building
- Displaying any behavior that is disruptive to the classroom

Tier 2:

- Sleeping in class
- Disrespectful to teacher
- Disrespectful to staff
- Disrespectful to students
- Student not Ready to Learn
- Wearing gang clothing or colors
- Leaving classroom without permission
- Refusing to do class work
- Active or passive refusal to participate in class
- Not being in compliance with the dress code

Tier 3:

- Disruptive behavior during emergency drills
- Plagiarizing, cheating and/or copying work of another students or other source
- Cutting class(es)
- Smoking during school hours
- Leaving RLLA without permission
- Refusing to serve detention or ISS
- Hacking into the RLLA and/or IDPL network
- Bringing cell phone or pager to school

Tier 4:

- Sexual harassment of student or staff*
- Threatening staff or student with bodily harm*
- Physical harm against student or staff *
- Verbal abuse of staff or student*
- Bullying to staff or student
- Theft or possession of stolen property*
- Representation and Affiliation
- Possession of weapon *
- Possession of controlled substance *
- Under the influence of alcohol or illegal drugs *
- Theft of RLLA, staff or student property *
- Vandalism to RLLA or building *
- False activation of fire alarm*

Tiers of Consequences

	Tier I	Tier 2	Tier 3	Tier 4
First Incident	Verbal warning by teacher	Administrator/Student conference –	Administrator/Teacher/Parent Conference	Discipline Hearing for campus removal or stipulations for continued enrollment.
Second Incident	Administrator/Student conference	Administrator/Teacher /Parent Conference –	2-5 day suspension or community service and/or project determined by SSC team.	
Third Incident	Administrator/Student/Parent conference –	3 day suspension Or community service and/or project determined by SSC team.	Discipline Hearing for campus removal or stipulations for continued enrollment.	
Fourth Incident	½ day In School Suspension (ISS)	5 day suspension or community service and/or project determined by SSC team.		
Fifth Incident	Full day ISS	Student dropped for the remainder of quarter. May reapply if has no serious attendance problems.		

Suspensions/Removals

Suspensions and removals are always the last resort at RLLA because students who are suspended are less likely to be successful for the rest of the year. Nevertheless, students may be suspended if safety is a concern or if previous interventions have not been successful. Students that are suspended are often required to complete community service while they are not in school and participate in a talking circle to identify how the issue will be resolved. If a student receives any kind of suspension or withdrawal, the student can make up all work missed due to the suspension. The student should work with his/her teachers in making up any homework, tests, credits, projects, or any other required tasks prior to returning to school.

In the event that a student's actions lead to withdrawal from RLLA, for any of the above offenses maybe eligible to return to the school premises next quarter or semester, pending the completion of reintegration agreement, at administrators discretion and when the issue resulting in withdrawal is permanently resolved.

Appeal Process

In the event that a parent, guardian or (emancipated adult) student wishes to appeal a Principal's or Dean of Students Affair's decision to suspend or remove a student from campus he or she must appeal in writing to the Youth Connections Charter Schools Assistant Director or Designee.

Computers

Students must obtain a teachers' permission and be supervised by a staff member to use any computer in RLLA or the computer lab at any time. Game playing, music playing, and non-educational Internet usage is prohibited. Any violations may result in denial of access to computers including extra learning online.

Medication

Medication will not be given to any student by any teacher, counselor, or other RLLA staff member. Please do not ask any teacher or staff member. If you have a medical condition that requires medication, **doctor documentation** of usage and dosage is required.

Part 8: Student Support Services

The Student Services Committee (SSC) provides comprehensive academic, social, and emotional services to assure academic success, educational equity and social justice for every student by reducing or eliminating the personal, social, emotional, economic, and environmental barriers that may interfere with a student's ability to maximally benefit from his or her education. These services include but not limited to:

- Pregnancy prevention education
- Teen Parenting Resources and Childcare planning
- Gang prevention and intervention
- Substance Abuse prevention and intervention

ATTACHMENT 3

Rudy Lozano Leadership Academy

2011-2012 Staff Development and Meeting Schedule

Institute Dates		Professional Development	Participants
August	8/17-8/19	Staff Retreat Organizational mission and vision Familia (purpose) Conflict Styles/Communication Intro to Peace Circles Literacy strategy 4 A's text protocol Transformational Interviews	All Staff
	8/22	Student Code of Conduct Classroom Management Internal Protocols	All Staff
	8/23	Supervision and Evaluation Process Training	Teachers
	8/24	Backwards by Design Overview Introduction ASCA National Model Framework	Teachers Student Services
	8/25	Interdisciplinary Unit Planning Restorative Justice Overview	Teachers Student Services
	8/26	I-observation Training	Teachers
	8/29	Conley's 5 Cognitive Strategies	Teachers
	8/30	Problem Based Learning	Teachers
	8/31	Differentiated Instruction Strategies	Teachers
	9/1	Response to Intervention Academic and Behavior (PBIS)	All Staff
	9/2	Restorative Justice Overview Social Emotional Learning	All Staff Student Services

Rudy Lozano Leadership Academy

Q1	Weds date	Tuesday	Wednesday	
		7:30am -8:15 am	1:00pm-2:00pm	2:00pm-4:00pm
Sept	9/7	Staff meeting	Department Meetings	Curriculum and Instruction PD's Backwards by Design Review
	9/14	Staff meeting	Department Meetings	Instructional Strategy: Write to Learn
	9/21	Staff meeting	Department Meetings	Curriculum and Instruction PD's Skills Based Assessments
	9/28	Staff meeting	Department Meetings	Mini Tuning Protocols/Data Review/Program Evaluations
Oct	10/5	Staff meeting	Department Meetings	Curriculum and Instruction PD's Backwards by Design Review
	10/12	Staff meeting	Department Meetings	Instructional Strategy: Experiential Learning
	10/19	Staff meeting	Department Meetings	Curriculum and Instruction PD's Skills Based Assessments
	10/26	Staff meeting	Department Meetings	Tuning Protocols/Data Review/Program Evaluations
Nov	11/2	Staff meeting	Department Meetings	Curriculum and Instruction PD's Backwards by Design Review
11/10	11/10 **End of Q1 PD (9-12)** **Data Analysis and Review of Student Work**			

Rudy Lozano Leadership Academy

Q2	Weds date	Tuesday 7:30am -8:15 am	Wednesday 1:00pm-2:00pm	Wednesday 2:00pm-4:00pm
Nov	11/16	Staff meeting	Department Meetings	Instructional Strategies: Collaborative Team Teaching
	11/23	Staff meeting	Department Meetings	Curriculum and Instruction PD's Skills Based Assessment
	11/30	Staff meeting	Department Meetings	Tuning Protocols/Data Review/Program Evaluations
Dec	12/7	Staff meeting	Department Meetings	Curriculum and Instruction PD's Backwards by Design Review
	12/14	Staff meeting	Department Meetings	Instructional Strategy Critical Thinking
	12/21	Staff meeting	Department Meetings	Curriculum and Instruction: Skills Based Assessment
January	1/4	Staff meeting	Department Meetings	Curriculum and Instruction PD's Backwards by Design Review
	1/11	Staff meeting	Department Meetings	Instructional Strategies: Socratic Seminars
	1/18	Staff meeting	Department Meetings	Curriculum and Instruction PD's Skills Based Assessment
	1/25	Staff meeting	Department Meetings	Tuning Protocols/Data Review/Program Evaluations
1/27	**End of Q2 PD (9-12) ASCA National Model Training for Counselors Data Analysis and Review of Student Work**			

Rudy Lozano Leadership Academy

Q3		Tuesday	Wednesday	
	Weds date	7:30am -8:15 am	1:00pm-2:00pm	2:00pm-4:00pm
February	2/7	Staff meeting	Department Meetings	Curriculum and Instruction PD's Interdisciplinary Unit Planning
	2/14	Staff meeting	Department Meetings	Instructional Strategy Reader's workshop
	2/21	Staff meeting	Department Meetings	Curriculum and Instruction PD's Conley's 5 Cognitive Strategies
	2/28	Staff meeting	Department Meetings	Tuning Protocols/Data Review/Program Evaluations
Mar	3/7	Staff meeting	Department Meetings	Curriculum and Instruction PD's Interdisciplinary Unit Planning
	3/14	Staff meeting	Department Meetings	Instructional Strategy Problem-Based Learning
	3/21	Staff meeting	Department Meetings	Curriculum and Instruction PD's Conley's 5 Cognitive Strategies
	3/28	Staff meeting	Department Meetings	Tuning Protocols/Data Review/Program Evaluations
Apr	4/4	Staff meeting	Department Meetings	Curriculum and Instruction PD's Interdisciplinary Unit Planning
	4/11	Staff meeting	Department Meetings	Instructional Strategy Readings Workshop
4/12	**End of Q3 PD ASCA National Model Training for Counselors Data Analysis and Review of Student Work**			

Rudy Lozano Leadership Academy

Q4	Weds date	Tuesday	Wednesday	
		7:30am -8:15 am	1:00pm-2:00pm	2:00pm-4:00pm
April	4/18	Staff meeting	Department Meetings	Curriculum and Instruction PD's Conley's 5 Cognitive Strategies
	4/25	Staff meeting	Department Meetings	Tuning Protocols/Data Review/Program Evaluations
May	5/2	Staff meeting	Department Meetings	Curriculum and Instruction PD's Interdisciplinary Unit Planning
	5/9	Staff meeting	Department Meetings	Instructional Strategy Cooperative Learning
	5/16	Staff meeting	Department Meetings	Curriculum and Instruction PD's Conley's 5 Cognitive Strategies
	5/23	Staff meeting	Department Meetings	Tuning Protocols/Data Review/Program Evaluations
	5/30		Department Meetings	Instructional Strategy Technology Literacy
Jun	6/6	Staff meeting	Department Meetings	Curriculum and Instruction PD's Interdisciplinary Unit Planning
	6/13	Staff meeting	Department Meetings	Review of end of year Program Evaluation Process
6/14	**End of Q4 PD Data Analysis and Review of Student Work**			

ATTACHMENT 4

ENLACE
CHICAGO
2756 S. Harding Avenue
Chicago, IL 60623-4412
Phone (773) 542-9233
Fax (773) 542-9241
www.enlacechicago.org

This is a letter of support for this proposal from Enlace Chicago.

August 18, 2011

Chicago Public Schools
Office of New Schools – Recruitment and Selection Department
125 S. Clark St., 5th Floor
Chicago, IL 60603

Dear New Schools Administrator,

On behalf of Enlace Chicago, I am pleased to highly recommend Instituto del Progreso Latino's application for a Multi-Campus Alternative Charter School. I was pleased to learn of Instituto's intent to apply for this charter because we feel there is a tremendous need on Chicago's Southwest side for alternative pathways to education for at-risk youth, particularly in the Little Village community.

Enlace Chicago is dedicated to making a positive difference in the lives of the residents of the Little Village Community by fostering a physically safe and healthy environment in which to live and by championing opportunities for educational advancement and economic development. Through our four program areas, Education, Violence Prevention, Cultural Enrichment and Economic Development, Enlace Chicago directly serves more than 5,000 youth and adults. The organization's impact reaches well beyond this number and benefits our entire community of nearly 100,000 residents by creating opportunities and resources throughout the neighborhood.

If the charter is granted, I look forward to opportunities to support Instituto's charter schools. We strongly believe that the schools will help us further our mission and will be a tremendous asset to our community as well as to the other communities in which Instituto charter schools will be located. Without the opportunities the school will afford these students, I fear many of the students who need them may languish in the street culture of violence and crime that afflicts far too many of the youth in Chicago. Thank you for considering our vote of support on this matter.

Sincerely,

Michael D. Rodriguez, Executive Director
Enlace Chicago

ADLER SCHOOL of Professional Psychology

(Letter head)

This is a letter of support for this proposal from The Adler School of Professional Psychology.

August 16, 2011

Chicago Public Schools
Office of New Schools – Recruitment and Selection Department
125 S. Clark St.
5th Floor
Chicago, IL 60603

Dear New Schools Administrator,

The Adler School of Professional Psychology's education and training prepares students to be socially responsible practitioners who engage communities and advance social justice, during both their course of study and their later professional lives. The School directly engages communities in order to provide students with experience training in socially responsible practice and to advance social justice within those communities. The School's Institutes for Social Change bring attention to social justice within the School through stimulating changes in the curricula and through specific didactic and experiential activities for students and faculty – as well as promote social justice beyond the boundaries of the School through engaging communities in a variety of programming

We applaud the work that Instituto's Rudy Lozano Leadership Academy has been carrying out with young people in the fields of social justice, and are pleased to offer our support for their application for a Multi-Campus Alternative Charter School. We know that young people must not only receive an education, but also need to explore issues that exist in the greater society, as well as within their own communities, their families and themselves in order to become leaders and agents of change.

We greatly hope that this charter will be granted, and welcome exploring any partnerships that might contribute to the ultimate success of the students, the schools and the communities in which the schools will be located.

Sincerely,

Martha Casazza

Martha Casazza, Ed.D.
Vice President for Academic Affairs
Adler School of Professional Psychology

17 North Dearborn Street
Chicago, IL 60602
T 312-662-4000
F 312-662-4099

This is a letter of support for this proposal from Gads Hill Center.

GADS HILL
CENTER

Founded 1898

Main Location
1919 W. California Street
Chicago IL 60608-2697
Tel 312 226-1963
Fax 312 226-2218

Child Development Center
2653 W Ogden Avenue
Chicago IL 60608-3617
Tel 773 521-1196
Fax 773 521-4793

www.gadshillcenter.org

OFFICERS
Jorge A. Cozzo
PRESIDENT

Dorinda O. Davis
VICE PRESIDENT

Debra J. Clayton
TREASURER

Suzanne L. Shier
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CHIEF EXECUTIVE OFFICER

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James P. Brett
Pedro Cevallos Candau
Delia Gutierrez McLaughlin
Virginia Martinez
Edward W. Miller
Judy Pomeranz
Sandra Salgado
Robyn Thompson
Cristina Villazon
Beverly Wyckoff

EMERITORS
Susan Brandes Cohn
Carlos Cordero
Rebecca de los Reyes
José Perales
Stephanie Hopkins Berkson

August 16, 2011

Chicago Public Schools
Office of New Schools – Recruitment and Selection Department
125 S. Clark St.
5th Floor
Chicago, IL 60603

Dear New Schools Administrator,

On behalf of Gads Hill Center, I highly support Instituto del Progreso Latino's application for a Multi-Campus Alternative Charter School. We are well aware that there is a tremendous need for alternative pathways to education for at-risk youth and have been fortunate enough to be able to witness the tremendous work that Instituto has been doing in Pilsen already. We are certain that Instituto's experience and expertise in serving high school students and their families through its operation of the Rudy Lozano Leadership Academy will be applicable and much welcomed in neighboring communities as well.

For more than 100 years, Gads Hill Center has grown and adapted to the needs of our evolving community, and we continue to reach out to serve more families in Chicago neighborhoods. We serve families in the Chicago neighborhoods of Pilsen, North Lawndale, Little Village, Brighton Park and Back of the Yards with programming that provides learning support and educational enrichment, early childhood development, and out-of-school care for children.

The key to Gads Hill Center's programming is the comprehensive support system in a safe and urturing environment that focuses on developing skills that will help children and teens be successful throughout their lives. Because of this, we have been happy to serve on the design team and look forward to continuing our support of the Rudy Lozano Leadership schools. We know that if this charter is granted, that Instituto will carry these same principles into the work that they will do through their alternative high schools.

While we have been fortunate to have Instituto services in our immediate area, we are well aware that needs exist in other communities, as well, and are committed to helping them provide those services through this new charter.

Sincerely,

Barbara Castellán
Chief Executive Officer
Gads Hill Center

This is a letter of support for this proposal from Roosevelt University's College of Education.

ROOSEVELT
UNIVERSITY

Holly A. Stadler Ph.D.
(312) 853-4780
Dean, College of Education
hstadler@roosevelt.edu

Chicago Public Schools

August 16, 2011

Office of New Schools

125 S. Clark St.

Chicago, IL 60603

Dear New Schools Administrator,

Roosevelt University is a national leader in educating socially conscious citizens for active and dedicated lives as leaders in their professions and their communities. Deeply rooted in practical scholarship and principles of social justice, Roosevelt University encourages community partnerships and prepares its diverse graduates for responsible citizenship in a global society. Because of our shared passion for social justice, we were enthusiastic about being involved with the expansion of the Rudy Lozano Leadership Academy.

At Roosevelt's College of Education, we believe that learning is the key to unlocking a better future for all citizens - a future in which every child can access a complete, quality education. We understand that there is currently a gap of complete, quality education for many young people in Chicago, particularly those who have left the traditional public school system. We believe that Instituto's model of combining academics with social and emotional supports all within the context of social justice is powerful and needs to reach more young people across the city.

Therefore, on behalf of Roosevelt University, I commit to support the application of Instituto del Progreso Latino's for a Multi-Campus Alternative Charter School. I pledge to further strengthen the existing relationship between Roosevelt University and the Rudy Lozano Leadership Academy schools to support their students and families.

Sincerely,

Holly A. Stadler, Dean

This is a letter of support for this proposal from the Southwest Organizing Project (SWOP)

Southwest Organizing Project

August 16, 2011

Chicago Public Schools
Office of New Schools – Recruitment and Selection Department
125 S. Clark St.
5th Floor
Chicago, IL 60603

Dear New Schools Administrator,

I am writing to you on behalf of the Southwest Organizing Project (SWOP). We are pleased to recommend and support Instituto del Progreso Latino's application for a Multi-Campus Alternative Charter School. We were excited to hear Instituto is applying for this charter because we feel there is a tremendous need on Chicago's Southwest side for quality alternative pathways to education for at-risk youth, and we are certain that Instituto can help fill this gap.

SWOP was formed in 1996 and has grown to include 29 member institutions. SWOP's mission is to build a broad-based organization of churches, mosques, schools, and other institutions in Southwest Chicago, which will enable families to exercise common values, determine their own future and connect with each other to improve life in their neighborhoods. To this end, leaders of SWOP have dedicated themselves to building relationships across racial, ethnic and faith differences and to bringing the common concerns of their institutions into the public life of the community as they act to "stand for the whole."

SWOP
Recognizing the diversity of our community, we are building a broad-based organization of churches, schools and other institutions in Southwest Chicago which will enable families to exercise common values, determine their own future and connect with each other to improve life in our neighborhoods.

The goal of the Education Team is to transform the culture of schools into a relational culture where parents genuinely feel connected and students, teachers and principals feel supported. If the charter is granted, we eagerly look forward to support Instituto's charter schools – the staff, students and parents. We feel this work directly aligns with our own goals and is a necessary piece currently missing in our community.

We wholly support this initiative and are fully committed to helping Instituto bring these new schools to fruition.

Sincerely,

Jeff Bartow
Executive Director/Lead Organizer
Southwest Organizing Project

2609 W. 63rd Street, 2nd Floor, Chicago, IL 60629 773-471-8208 / 773-471-9008 (Fax)

ATTACHMENT 5

**Gabriela Arismendi, of Instituto del Progreso Latino, is a member of the Design Team that helped create the Charter proposal.*

GABRIELA ARISMENDI

[redacted]

EDUCATION

University of Chicago
A.M. Social Service Administration — **2010**

University of Illinois at Chicago
B.A. Secondary English Education — **2004**

TEACHING EXPERIENCE

Instituto del Progreso Latino
Workshop Facilitator – Escalera College Bridge Program — **2004-2008**
Developed after school curriculum and overall program structure.

Rudy Lozano Leadership Academy
Instructor – Life Skills/College Preparation — **2004-2005**
Developed curriculum and overall course structure, and administered all grades.

Morton East High School
Student Teacher – English I and English IV — **2003-2004**
Developed curriculum and administered grades for one semester.

RELATED WORK EXPERIENCE

Instituto del Progreso Latino
College Completion Initiative Director — **July 2011 – Present**
Assess current post secondary placement programs, identify opportunities for growth, expansion and alignment of existing programs, and develop and strengthen partnerships with post secondary institutions.

Instituto del Progreso Latino
Director of La Casa Programming — **July 2010 – June 2011**
Researched existing nationwide trends around support programs for college-aged youth, conducted focus groups and interviews with key stakeholders to develop a greater understanding of existing needs, and created programmatic elements, measurable outcomes and long-term objectives

Instituto del Progreso Latino
Director of Youth Development — **July 2008 – June 2010**
Developed new programs and ensured continuous improvement of existing programs in order to serve youth between the ages of 8 and 18 and their families, ensured appropriate and effective spending of budget, sought and secured new government and private funding, and supervised and provided support and development opportunities for staff and volunteers

**Martha Casazza, of The Adler School, is a member of the Design Team that helped create the Charter Proposal and is on the school's Founding Board of Directors.*

Martha E. Casazza, Ed.D.
Vice President of Academic Affairs
The Adler School
17 North Dearborn
Chicago, Illinois 60602
312-662-4201
mcasazza@adler.edu

Leader and Professor in Higher Education

Access/Opportunity **Program Evaluation** **Communication** **Strategic Planning**

PROFESSIONAL EXPERIENCE

Vice President of Academic Affairs **2009-present**
The Adler School

- **Ensure and manage a culture of innovation, creativity and responsibility related to new academic initiatives and organizational structures.**
- **Oversee the recruitment and ongoing performance of all faculty, core and adjunct, to ensure that rigorous professional standards are upheld.**
- **Ensure that a support system is available for all students to facilitate their academic success.**
- **Oversee institutional research.**
- **Ensure excellence and innovation across all academic programs including policies, procedures and budgets for both the Chicago and Vancouver campuses.**
- **Participate on Leadership Team.**

Dean, College of Arts and Sciences **2002-2009**
National-Louis University

(In 2002, faculty morale was low and there was little sense of community or collaboration in the college. In addition, the relationship with the administration was an adversarial one. As dean, I facilitated change by prioritizing the following areas which reflect, in part, the AQIP criteria of the Higher Learning Commission.)

- **Engaged the college community in strategic planning.** Prior to 2002, there had been no systematic planning mechanism for the college. An inclusive team was invited by the faculty chair and the dean to review its mission, develop a five-year vision, strategic goals and set of action steps. From this framework, all units develop their own goals and measures of performance. The budget is shared with faculty and staff so they have a sense of connecting goals to budget. It has become a very transparent process and unit heads have been trained to regularly review their budgets and report variances each month.

**Dr. Estrada oversees and evaluates all career pathway and educational programs at Instituto.*

Dr. RICARDO A. ESTRADA

[redacted]

RESUME OF QUALIFICATIONS

[redacted]

CAREER OBJECTIVES:

A Management or Faculty position in a public or private educational institution that offers the challenge for growth and potential for advancement.

SUMMARY OF QUALIFICATIONS:

Over 22 years of progressive employment history with 18 of those years in administration, management and finance of higher education institutions; fourteen years of teaching and curriculum development in the area of Workforce Development, Adult Education, business, accounting, management, economics, organizational behavior and leadership.

Proficient in hiring, training, directing and supervising professional and paraprofessional staff.

Director of a campus construction project of over $15 millions dollars. My responsibilities included negotiations with architects, contractors, lawyers and lending institutions.

Successfully served as controller for a four years educational institution in the Chicago area.

Three years teaching experience as visiting Associate Professor of management at Concordia University at Chicago.

Sixteen years of teaching experience at a community college level in the area of Business, Management and Leadership.

Seven years of experience in dealing with corporate and legal issues including reports to banking institutions, investment firms and board of trustees.

Senior Executive Administrator for the City Colleges of Chicago.

Member of several community, educational and industry committees.

Developed the "*Inclusive admissions Model,*" and the "*tri-nontraditional Theory*" to help students enroll in higher education or training programs regardless of their skill level.

**Azucena Gonzales, of Gads Hill, is a member of the Design Team that helped create the Charter proposal.*

AZUCENA GONZALEZ

[redacted]

Objective

Responsible, caring professional seeking employment where education and training can make a positive impact on the organization and the professionals it serves.

Profile

- Experience in education and curriculum.
- Interact effectively with staff and related professionals; superior follow through.
- High standards of personal integrity and work ethic; dependable and conscientious.
- Compassionate and patient; excellent listener who understands the needs of others.

Education

Master of Education Degree — July 2005 to May 2006
American InterContinental University — Hoffman Estates, IL
- Concentration in Instructional Technology

Bachelor of Arts in Education — August 1996 to January 2003
Roosevelt University — Chicago, IL
- Concentration in Spanish

Experience

Director of Home Based Children's Services
Gads Hill Center — March 2010- Present, Chicago, IL

- Provides leadership and direction for the operations of the Home-Based programs serving expecting mothers and children birth to five years of age.
- Oversees and provides leadership for the development and implementation of all program curricula, and certification, funding, and evaluation for all home based programs.
- Provides supervision, guidance, coaching, staff development and conducts performance evaluations of home based program staff for program effectiveness.
- Responsible for the implementation of home based programs' day to day operations.
- Oversees the educational component ensuring the consistent implementation of the Creative Curriculum and the Parent-Child Home Model.
- Prepares yearly budget and monitors home based program spending.
- Integration of all funded children's programs, assuring fiscal and programmatic quality, efficiency and compliance.
- Provides leadership in seeking and maintaining accreditation of children's programs.
- Represents Gads Hill Center at city, state and national levels in policy matters pertaining to children 0-5 years and their families, sharing Gads Hill's mission, vision and experience with colleagues and the broader community.

**Phillip Hall, of Instituto del Progreso Latino, is a member of the Design Team that helped create the Charter proposal.*

N. PHILLIP HALL

OBJECTIVE

To collaborate with stakeholders in not-for-profit and government organizations to bring efficiency and consistency to their work product

QUALIFICATIONS

Project Management	Group Decision-Making Process Facilitation
Relationship Management	Flowcharting
Internal Communication	Financial Management
Leading an Operation	Strategic Planning

Software experience include Microsoft Word and Excel, including its Pivot Table function; Oracle, QuickBooks and Non-Profit Books; Compass, Ad Spender, Ad Tellegence, Scarborough, Forrester Research, Yankelovich and MRI data bases.

EXPERIENCE

2009 – present **Instituto del Progreso Latino** **Chicago, IL**

Chief Operating Officer

Oversee Finance, Human Resources and Information Technology Operations at Instituto. Maintain control of all business operations. Work to reduce costs and improve efficiency through continuous improvement. Manage cash flow through process improvement and managing bank relations including securing a new $1 million line of credit. Manage consultant contracts, compliance and facilities.

2002 – 2008 **Esperanza Community Services** **Chicago, IL**

Financial Administrator

- Served as one of two Executives reporting to the Board of Directors and served as Interim Executive Director for second half of 2006.
- Prepared accurate budgets and projections over five fiscal years while overseeing a $4 million budget for all five agency programs, including adult vocational training, a Waldorf-inspired therapeutic day school and an early intervention center for children birth through three years of age.
- Reduced operating expenses by 8% through supervision of accounting, billing and compliance, purchasing, facilities management, transportation, risk management, contracting and information technology with a staff of nine and a technology consultancy.

2000 – 2001 **Chicago Park District** **Chicago, IL**

Director of Revenue (14 months during 2000 - 2001)

Treasurer (Appointed by Board of Directors to serve eight months during 2000 - 2001)

- Proposed $6.5 million in strategic price increases the Board of Directors could ratify.
- Created and chaired Cash Receipts Task Force that systematized payment process used at 260 field houses; the improved control contributed to $1.4 million in new revenues.
- Oversaw management of all investment accounts during bond crisis created by Enron's actions in California through supervision of four staff and four investment houses.
- Managed relationships with district revenue generating departments as well as financial advisors, lawyers, banks, underwriters, and rating agencies.
- Facilitated the issuance of a $64 million Harbor Revenue Bond in 2000 and a $101 million General Obligation bond with a $25 million refunding component in 2001.

*Eric Lugo, of Instituto del Progreso Latino, is a member of the Design Team that created this Charter

Eric B. Lugo

[redacted]

Career Profile

Development Professional. Credentials in fundraising, communications strategy, event planning, and strategic planning.

- Extensive understanding of ethnic market trends and cultural demographics
- Experience in negotiation, budgeting, and project management
- Exceptional communication and presentation skills

Professional Experience

Institute for Latino Progress, Chicago, IL
Senior Development Officer, July 2010

- Create Instituto's annual development plan in collaboration with the Board of Directors Resource Development Committee and Executive Leadership. Implement short- and long-term fundraising strategies that generate general operating, program, and capital support
- Work with Board Members and high-level volunteers on major gifts procurement for Instituto
- Maintain foundation, corporate, individual, and prospect relationships, effectively communicate Instituto's record of success and future organizational needs
- Analyze effectiveness of development efforts and make systemic improvements accordingly. Work with Instituto's Executive Cabinet to identify strategic issues as related operational and program finances
- Oversee development of all Instituto fundraising materials and publications, including solicitation and acknowledgment letters, funding proposals, stewardship reports, annual report, website, e-newsletter, media kit, brochures, and social networking profiles
- Coordinate full range of activities associated with planning and management small- and large-scale fundraising events

Development Manager, June 2007 – July 2010

- Worked directly with President and CEO to identify and cultivate potential partnerships with corporations and foundations
- Managed communications strategy and content development for all print materials and online media vehicles
- Created grants calendar aligned with organizational fundraising strategy and budgetary gaps
- Coordinated organizational initiatives related to building renovation, 30th anniversary and new programs

Institute for Latino Progress, Chicago, IL
AmeriCorps/National Council of La Raza Development and Communications Intern, September 2006 – June 2007

- Developed creative ideas that connect with donors and have the potential to generate publicity
- Created, produced, and distributed promotional materials for all of the Institute's major events
- Assisted in the development of fundraising strategies
- Assisted in the preparation of requests for funding to corporations, foundations, and government agencies

Alliance Media, a Division of Newspaper Services of America, Downers Grove, IL
Company Specialist – Latina/o Print Advertising, July 2005 – November 2006

- Advised various clients on emerging Latina/o markets and made relevant media recommendations
- Co-facilitated company training class on Multicultural Marketing
- Wrote company POV on Latina/o market trends, advertising industry, and ethnic newspaper landscape
- Managed analysis, contract negotiation, and media placement of national Latina/o media buy for Sears and Kmart in an effort to improve market presence, reduce advertising expenditures, and create efficiencies between General Market and Latina/o program

Education

Loyola University Chicago – Graduate School of Business

- Masters of Science Integrated Marketing Communications, May 2010
- Masters in Business Administration, Winter 2011

University of Illinois at Urbana-Champaign, May 2005

- Bachelor of Arts in Anthropology (interdisciplinary minor in Latina/Latino Studies)

Professional Affiliations

- Association of Fundraising Professionals – Chicago Chapter, Member
- Casa Esperanza, Board Member
- Latinos in Development, Board President
- National Society of Hispanic MBAs, Member
- University of Illinois Alumni Association, Life-time Member

**Guadalupe Martinez, of Instituto del Progreso Latino, is a member of the Design Team that helped create the Charter Proposal.*

Guadalupe Martinez

[redacted]

l.martinez@idpl.org – work

[redacted]

OBJECTIVE Administration

Professional Competencies

- Transformative Leadership and Management
- Budget Development, Analysis, and Projections
- Instructional Leadership
- Student and Community Centered School Culture Development
- Professional Development Planning and Coordination
- Classroom Observations
- Employee Performance Evaluation
- Performance Standards Based Curriculum Development
- Program Management, Coordination, and Supervision
- Leadership and Team Building
- School Administration
- School Emergency Management Planning and Training
- Student Academic Assessment, Scheduling, and Programming
- Individualized Educational Planning, Coordination, and Supervision
- Student Non Violent Conflict Resolution
- Street Gang Intervention and Prevention Coordination
- Extra Curricular Activity Planning and Supervision
- Bilingual; Spanish Speaking

EDUCATION

2008	M. A.	Educational Leadership and Administration and Type 75 Certification Program Northeastern Illinois University (NEIU)
2000	M. Ed.	Educational Policy Studies University of Illinois at Urbana-Champaign (UIUC)
1995	B.A.	Liberal Arts and Sciences University of Illinois at Urbana-Champaign (UIUC)

PROFESSIONAL EXPERIENCE

2010-Present Director of Career Pathways
Instituto del Progreso Latino (IDPL)
Chicago, Il

The Director of Career Pathways is responsible for position is responsible for the planning, development, and management of program implementation in the areas of Careers in Healthcare (Carreras en Salud), Mujeres Avanzando, Computer Information and Technology. The Director of Career Pathways supervises the Program Coordinators within the Career Pathway Department. This position is also responsible for special initiatives under the direction of Instituto's Vice President of Education including, but not limited

**Rebecca Martinez, of ENLACE Chicago, is a member of the Design Team that helped create the Charter proposal.*

Rebecca Martínez Cisneros

[redacted]

EXPERIENCE

January 2011- Present

Director of Education, Enlace Chicago

- Provide direction, oversight and day to day supervision to 8 community schools in the Little Village Community
- Lead and support in grant writing, grant reporting, budget development
- Cultivate new and existing relationships with partners

February 2009 to December 2010

Academic and Community Development Coordinator, Steans Center for Community Based Service Learning, DePaul University

- Cultivates and strengthens existing Steans Centers' partnerships and develops new partnerships with community based organizations in Pilsen, Little Village, North Lawndale, Humboldt Park, Rogers Park and other communities around the city.
- Initiates and foster relationships with DePaul University tenured and adjunct faculty to ensure service learning opportunities match course learning objectives and community organizations' needs and interests.
- Manages the Intercambio Language Exchange Program currently implemented at four community organizations in Chicago. Program implementation responsibilities include: lesson planning, evaluation, partnership development, drafting of MOU's, supervision of four Intercambio Program facilitators, needs assessment and staff development. Developed program logic model and supervisor manual.
- Coordinates and supports two yearly study abroad trips. This includes: relationship building and coordination with international organization partners, such as museums, nonprofit organizations, public officials and community activists; selection, outreach and confirmation of presenters for panel discussions. Collaborates on the design of the overall program objectives, calendar and schedule; facilitates group discussions and reflection.

October 2007-2009

Program Coordinator, Taller Salud, Inc. Loiza, Puerto Rico

- Supervised four programs aimed at reducing HIV/AIDS/STI risk, pregnancy prevention, parenting skills, and sexual aggression prevention for low-income women.
- Grant management: reported and documented progress on outcomes, developed work plans and coordinated health related activities for multilateral, federal and local government agencies.
- Supervised a team of six full-time personnel.
- Coordinated professional development workshops for education professionals, social workers and counselors on topics related to child and youth development, sexual health, and prevention.
- Served as the organization's representative in the Puerto Rico HIV Community Planning Group.

**Cynthia Nambo is the Principal of the Rudy Lozano Leadership Academy. She is a member of the design team theat created this Charter proposal and will play a central roll in overseing implentation of all policies and future development of each IJLA campus.*

Cynthia C. Nambo

2047 W. 19th Street, Chicago, Illinois
ccnambo@cps.k12.il.us
(312) 371-1077

Qualifications

- Strategic Planning
  -Mission & Vision Driven
- Authentic Assessment
- Social Justice Curriculum Development
- Asset-Based Supervision
- Grant Writing
- Professional Developer
  -Critical Friends Protocols
  -National Reform Faculty Facilitator
- Cross Cultural Coalition
- Strategic Partnership Development

Certification

Type 75 – General Administration

Type 03 - Elementary K-9

Type 29 - Transitional Bilingual

Education

Northeastern Illinois University
Master of Arts
General Administration
August 2008

Columbia College
Master of Arts
Urban Teaching
August 6, 2005
Bilingual education and urban education.

University of Illinois at Urbana-Champaign
Bachelors of Science:
Psychology
1994

Transformative Leadership Experience

Principal
Aug 2011

Rudy Lozano Leadership Academy @ Instituto del Progreso Latino
High School

Instructional Coach

Area 21 at Chicago Public Schools
-Leading Area 21's Instructional Framework at Von Steuben, TEAM Englewood, Hancock, and Manley High Schools
-Leading observation cycles with 16 teachers
-Facilitate Professional Development or School-wide Initiatives i.e. Area-Wide English and Reading Foci; Math Interim Assessment; Critical Thinking; Attendance; Grading Best Practice; and other priorities
-Collaborate with administrators on supporting teacher development

Assistant Principal
June 2009 to 2010

Greater Lawndale High School for Social Justice (350 Students)
-Supervised Bilingual Teacher
-Lead the NLNS Data Driven Instruction
-Lead observation cycles with 20 teachers
-Lead the Operational Leadership Team
-Transformed the Academic & Essential 7 Awards.
-Designed the Junior Triumph Plan: Juniors On-Track & PSAE plan
-Supervision of the Student Support Team

**Alejandro Padilla, an independant education consultant, was a member of the design team that created this Charter proposal.*

Alejandro Padilla, Ph.D.

[redacted]

SUMMARY

My experience as an administrator, advisor, educator, facilitator, researcher, and trainer extends for over ten years. I have developed a proven record of accomplishment in working with diverse communities. Specifically I have experience implementing institutional wide initiatives, researching relevant topics, and synthesizing data to share with diverse audiences to improve the educational condition of students. The fact that I am proficient in both English and Spanish contributes to being bi-cultural and bi-lingual, which has also enabled me to adapt to the diverse needs of those I serve. Lastly, I have been recognized for creating stimulating and interactive learning environments, encouraging participation and individual contributions, and providing effective, clear, and concise information in formats that promote greater understanding amongst all stakeholders.

EDUCATION

University of Illinois at Urbana-Champaign, Urbana, Illinois — *2003*
Ph.D, Education

University of Illinois at Urbana-Champaign, Urbana, Illinois — *1998*
M.S., Education

University of Illinois at Urbana-Champaign, Urbana, Illinois — *1995*
B.A., Secondary Social Studies

Benito Juarez High School, Chicago, Illinois — *1990*
H.S. Diploma

EXPERIENCE

Illinois State Board of Education
Division of English Language Learning
Chicago, Illinois — Dec 1, 2010 – May 23, 2011
Principal Consultant

- Managed thirty-two monitoring visits statewide to ensure public school districts were in compliance with state and federal laws, provided technical assistance regarding bilingual education and equal access according to state and federal rules and regulations, and wrote/edited high profile public documents including compliance reports and responses to school district's corrective action plans.

Buoscio Brokerage — 2007 - 2010
Chicago, Illinois
Special Needs Buyer Specialist – Real Estate Consultant

- Helped clients find and purchase over $4 million dollars in homes that met their needs, managed construction of $1.2 million dollar accessible home, contributed to helping families avoid foreclosure, helped develop pipeline and scholarship fund for students attending a CPS Charter High School to attend real estate school.

**Alicia Ramirez, Principal of the Instituto Health Sciences Career Academy, is a member of the Design Team that helped create the Charter proposal and is on the school's Founding Board of Directors. She served as Dean of Student Affairs at Charter until July 2011, spending a total of four years at the school.*

Alicia Ramirez

2755 Broadway ▪ Blue Island, IL 60406 ▪ 708-323-5759 ▪ a.ramirez@idpl.org

Professional Experience

Rudy Lozano Leadership Academy — **August 2007-Present**

Dean of Student Affairs — December 2008 - Presen
Student Service Coordinator & Lead Counselor — November 2007- December2008
Lead Counselor & Career and Academic Counselor — August 2007 – November 2007

Key Contributions:

- Coordinate all student services under the ASCA National Model including: discipline, prevention and intervention and career academic services.
- Responsible for developing and aligning Wellness and College Prep curriculum to social emotional learning standards.
- Responsible for developing policy and procedures to ensure student rights for due process in attendance and discipline.
- Develop policy and procedures to establish a college going culture and increase post-secondary outcomes.
- Develop an effective system for collecting, utilizing and interpreting student data.
- Collaborate with parents and educators to assist students with educational and career planning.
- Implement developmentally appropriate and prevention-oriented group activities to meet student needs and scho goals through a three-tiered system (RTI) positive behavior intervention system.
- Lead a Restorative Justice Initiatives through peace circles, peer-mediation and peer jury.
- Supervise and evaluate guidance counseling staff.
- Develop and implement a family involvement model.
- Participate in the designing of a 5 year strategic plan and yearly school improvement plans.
- Assist principal in managing the day to day operations of the school including all compliance measures ie. emergency drills, health inspections, facilities checks, trainings, substitute teaching and crisis intervention.
- Responsible for the development of community partnerships that support our social emotional learning and post-secondary goals.
- Facilitate weekly team meetings to monitor school improvement plan with student services team.
- Facilitate quarterly accountability meetings to evaluate quarterly data on school outcomes such as: attendance, retention, graduation and post-secondary goals.

CEDA Head Start

Family Service Specialist/Community Liaison — *August 2003 - August 2007*

Responsible for providing family services through: advocacy, leadership development, community partnerships, and community education.

Education & Credentials

Masters Educational Leadership, Northeastern Illinois University — *August 2010*

Type 75 Administrative Certification — *September 2010*

Bachelor of Arts in Sociology University of Texas at San Antonio — *August 1998*

Community Involvement

- Gamaliel (SSAC co-chaiar South Suburban Education Task Force) — April 2009- Present
- Pioneer Clubs Co-Coordinator — March 2007-Present
- CASA Blue Island Board of Director — Jan 2004-Jan 2007
- Blue Island Chamber of Commerce Board of Director Community Liaison — December 2005-December 2006

MICHAEL D. RODRÍGUEZ

[redacted]

**Michael Rodriguez, of ENLACE Chicago, is a member of the Design Team that helped create the Charter proposal.*

OBJECTIVE

To be a leading voice and apply my community organizing, leadership and public policy experience while focusing on youth and immigrant populations in the context of community planning and development.

EDUCATION

09/04 – 06/07 **The University of Chicago** Chicago, Illinois

- Masters of Arts; Concentration in Community Organizing, Planning & Development concentration.
- The School of Social Service Administration.
- Awarded McCormick-Tribune Fellowship for outstanding leadership in community development.

09/1996 – 06/2000 **DePaul University** Chicago, Illinois

- B.A., Marketing; Minor Degree, Latin American Studies.

EXPERIENCE

02/08 – Present **Enlace Chicago** Chicago, Illinois

Executive Director

- Implement, monitor and adjust strategic plan, working in partnership with the board, program directors and staff.
- In partnership with the board, oversee the financial stewardship of the organization to achieve sustainability by conducting regular analysis of the organization's financial wellbeing.
- Oversee planning, implementation & evaluation of organization programs & service as reflected in the strategic plan.
- Oversee the implementation of the human resources policies, procedures and practices.

Violence Prevention Director

- Manage the Violence Prevention Collaborative, Safety Net Works, CeaseFire, IL Latino Juvenile Justice Initiative & other grant programs pertaining to violence prevention in Little Village.

05/06 – 02/08 **United States Hispanic Leadership Institute** Chicago, Illinois

Director of Field Operations

- Supervise & direct staff of 50 interns who registered over 40,000 people to vote in eight states.
- Analyze, research, & disseminate demographic and voter registration data on Latinos and other communities via public presentations & speeches.
- Served as a workshop facilitator and keynote speaker to over 6000 people, in various settings, with the purpose of training and motivating grassroots leadership development and civic empowerment.

01/2004 – 01/2006 **Instituto del Progreso Latino** Chicago, Illinois

Director, Little Village High School Initiative

- Managed initiative working alongside the Public Building Commission, the Mayors Office of Workforce Development, and construction contractors.
- Developed & implemented strategy to maximize placement in Union/Trade Apprenticeships.

09/2000-12/2003 **City of Chicago, City Council** Chicago, Illinois

Assistant to Alderman Ricardo Muñoz, 22nd Ward

- Served as 22nd Ward education liaison between school leaders & Alderman.
- Assisted area residents with city services, renters' rights, immigration and other social services.

CIVIC ACTIVITIES

- Leadership Greater Chicago, 2012 Leadership Fellow, 07/11 - present
- IL Juvenile Justice Commission, Appointed Commissioner, 04/11 - present
- Juvenile Justice Initiative, Board of Directors, 01/11 - present
- Cristo Rey Jesuit H.S., Youth Debate Co-Coordinator; 2002 - present
- Mayor Elect Rahm Emanuel Transition Team, Public Safety - Community Capacity Sub-Cmte Chair, 03/11 - 05/11
- Cook County Board President Toni Preckwinkle Transition Team, Public Safety Sub-Cmte, 06/10 - 12/10
- Illinois Disproportionate Justice Impact Study Commission, Appointed Commissioner, 2010
- Project Vida, Board of Directors, 2009 - 2010.
- Miller Coors, Lideres Award Recipient, one of 12 nationally, 2009.
- Barack Obama for President, Urban Policy Committee, Appointed Member, 06/08 - 11/08.
- FUERZA- Latino Organization of Professionals, Co-Founder, Past President and Vice President, 2000 - 2006.

As CEO of Instituto, Juan oversees all strategic decisions and provides leadership and vision at Instituto's schools.

Juan Salgado

[redacted]

SENIOR EXECUTIVE

15 years of successful experience leading the strategic, fiscal, operating and programmatic growth of Latino serving non-for-profit corporations.

Results oriented leader with a strong track record of performance in building and enhancing Latino non-for-profit corporations into centers of excellence and best practice. Superior interpersonal skills, capable of resolving complex issues and motivating stakeholders to peak performance. Excellent local, state and national political connections developed as a genuine leader in the Latino community of Chicago. Additional areas of expertise include:

- Strategy, Vision and Mission Planning
- Community Organizing and Leadership Development
- Finance, Budgeting and Cost Management
- Public and Government Relations
- Talent Management and Team Building
- Strategic Partnerships
- Programs, Services and Products

EDUCATION

University of Illinois at Urbana-Champaign
Master of Urban Planning, Community Development, 1993

Illinois Wesleyan University
Bachelor of Arts, Economics, 1991

PROFESSIONAL EXPERIENCE

President and CEO, Institute for Latino Progress ***2001 – Present***

- Led Instituto through a period of historic award winning growth.
- Grown annual operating budget from $1.2 million to over $10 million.
- Achieved a $24 million dollar state capital investment to build two new charter high schools.
- Attracted, guided, developed and retained talented cadre of local educational leaders.
- Won 2009 National Council of La Raza Affilate of the Year Award.

Lead Organizer and Community Programs Director, The Resurrection Project, ***1998 – 2001***

- Led leadership development, political organizing, and program development for one of the Chicago's most recognized community development organization serving the Latino community.

Senior Director, Citizens Information Service ***1995 – 1998***

- Managed the day-to-day operations of a citywide not-for-profit organization promoting citizen participation in civic and community affairs.

HONORS AND AWARDS:

- 2010 Excellence in Community Service, Mexican American Legal Defense and Education Fund
- 2010 Roman Nomitch Fellowship to Harvard Business School
- 2010 Leadership Excellence Award, Illinois Coalition for Immigrant and Refugee Rights
- 2006-2009 Advisor the President of Mexico through Institute for Mexicans Abroad
- 2007 Fellow to Aspen Institute Ideas Festival

**Dr. Holly Stadler, of Roosevelt University, is a member of the Design Team that helped create the Charter proposal and is on the school's Founding Board of Directors.*

Holly A. Stadler, Dean

College of Education
Roosevelt University

❖ Office 430 S. Michigan Ave Chicago, IL 60605 312.853.4780 hstadler@roosevelt.edu

❖ Residence 3161 N. Halsted Street Unit 401 Chicago, IL 60657 312.576.0819

❖ Academic Background

Ph.D. Purdue University	Counselor Education, Counseling and Student Personnel Services
M.S. Purdue University	Counseling and Student Services
B.S. Purdue University	Psychology (With Honors)

❖ Experience Summary

Higher Education Administration

Dean College of Education, Roosevelt University
Fellow American Council on Education,
University System of Maryland
Department Head, Special Assistant to Director of Space Planning and Space Management, Director Center for Service Learning, Auburn University
Division Chair, Missouri-Kansas City
Program Coordinator, University of Wisconsin-Oshkosh

Scholarship

Cultural Competence
Ethics Education and Decision Making
Multicultural Counselor Education
Social and Institutional Change
Human Rights
Service Learning
Racial Identity
Health Care Ethics
Social Justice

Consulting

International- Curriculum

Teaching

Teacher Education-Diversity Issues

**Shoshanah Yehuda, of Southwest Organizing Project, is a member of the Design Team that helped create the Charter proposal.*

SHOSHANAH YEHUDAH

[redacted]

EDUCATION

Northeastern Illinois University — **Chicago, IL**
Currently pursuing a Masters of Arts Degree in Special Education — *05/2009 – Present*

Northwestern University — **Evanston, IL**
Bachelors of Science Degree — *08/2007*
School of Education and Social Policy
Major: Social Policy

WORK EXPERIENCE

10/2009 - Present — **ELEV8 Director**
Southwest Organizing Project (SWOP) — **Chicago, IL**

- ELEV8 is a "community school" education model that holistically supports middle school students in their transition to high school through access to physical and mental health services, parental supports, community engagement, academic enrichment and leadership development.
- The ELEV8 Director manages the ELEV8 initiative and serves as the primary liaison between SWOP, Marquette School and Local Initiatives Support Corporation.
- Interacts with school, health, social service, and other program partners to coordinate implementation of all aspects of the ELEV8 program.

02/2009 – 10/2009 — **Decorator Consultant**
JC Penney — **Chicago, IL**

- Provide in-home consultation, design and sales of custom window treatments, bedding and accessories.
- Responsible for meeting monthly sales goals, processing orders, follow-up with clients and attendance of meetings and on-going training.

11/2007 – 11/2008 — **Sales Consultant**
Robert Allen / Beacon Hill — **Chicago, IL**

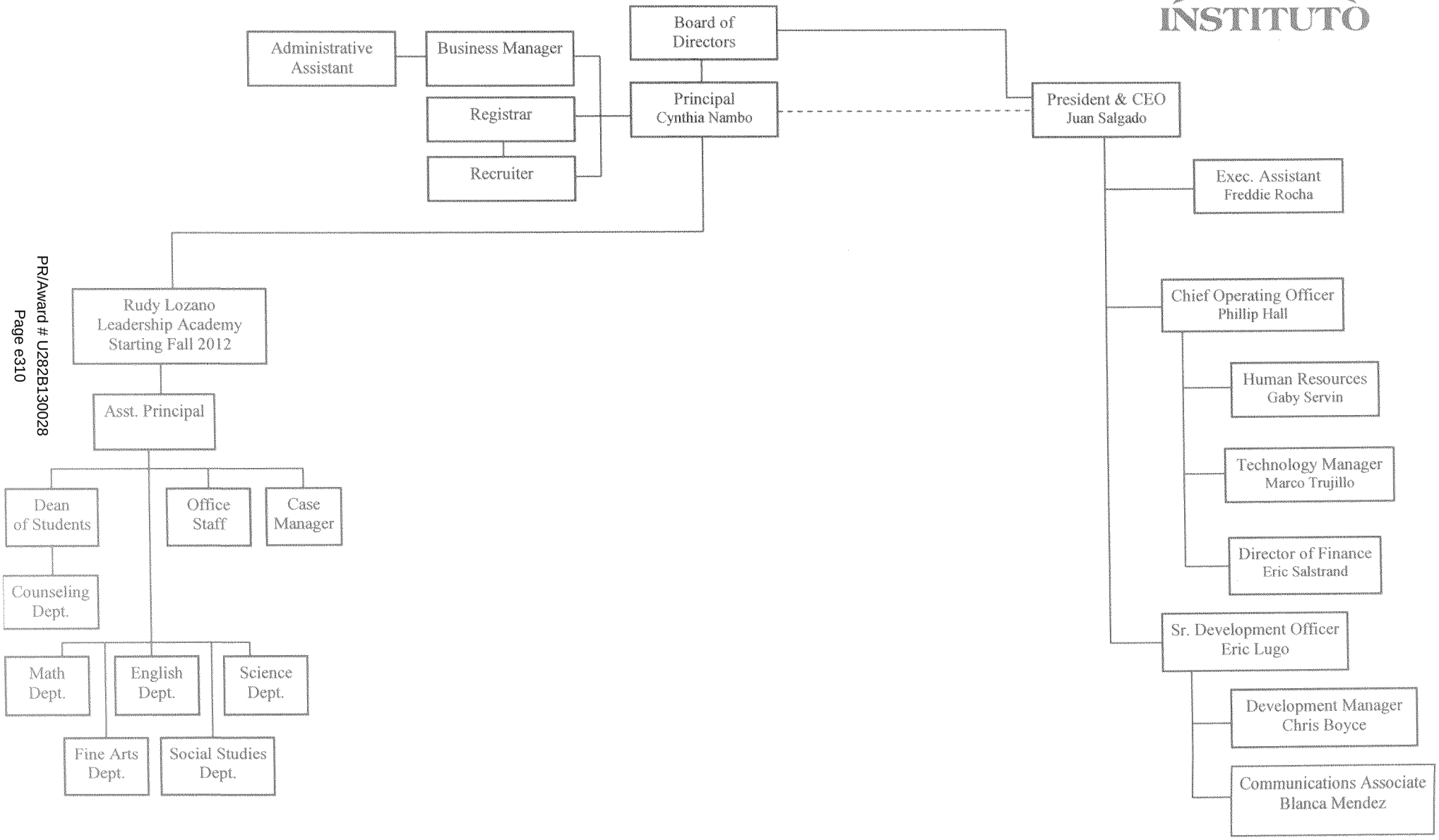
- Provided sales and service to Interior Designers of high-end fabrics and furnishings.
- Some responsibilities included, but were not limited to, promptly providing superior customer service, account management, preparing and presenting proposals, prospecting and client cold-calling, processing orders and updating client records, maintaining continuous contact with clients, communication with corporate departments, updating displays and information guides, and maintaining general appearance of the showroom.
- Incorporated effective negotiating techniques into sales strategies and utilize competitor information in sales strategies.
- Served as the showroom soft goods expert and provide ongoing training to fellow sales consultants as needed.

09/2005 – 11/2008 — **Sales Associate**
Benjamin Moore – J.C. Licht Co. — **Hinsdale/ Orland Park, IL**

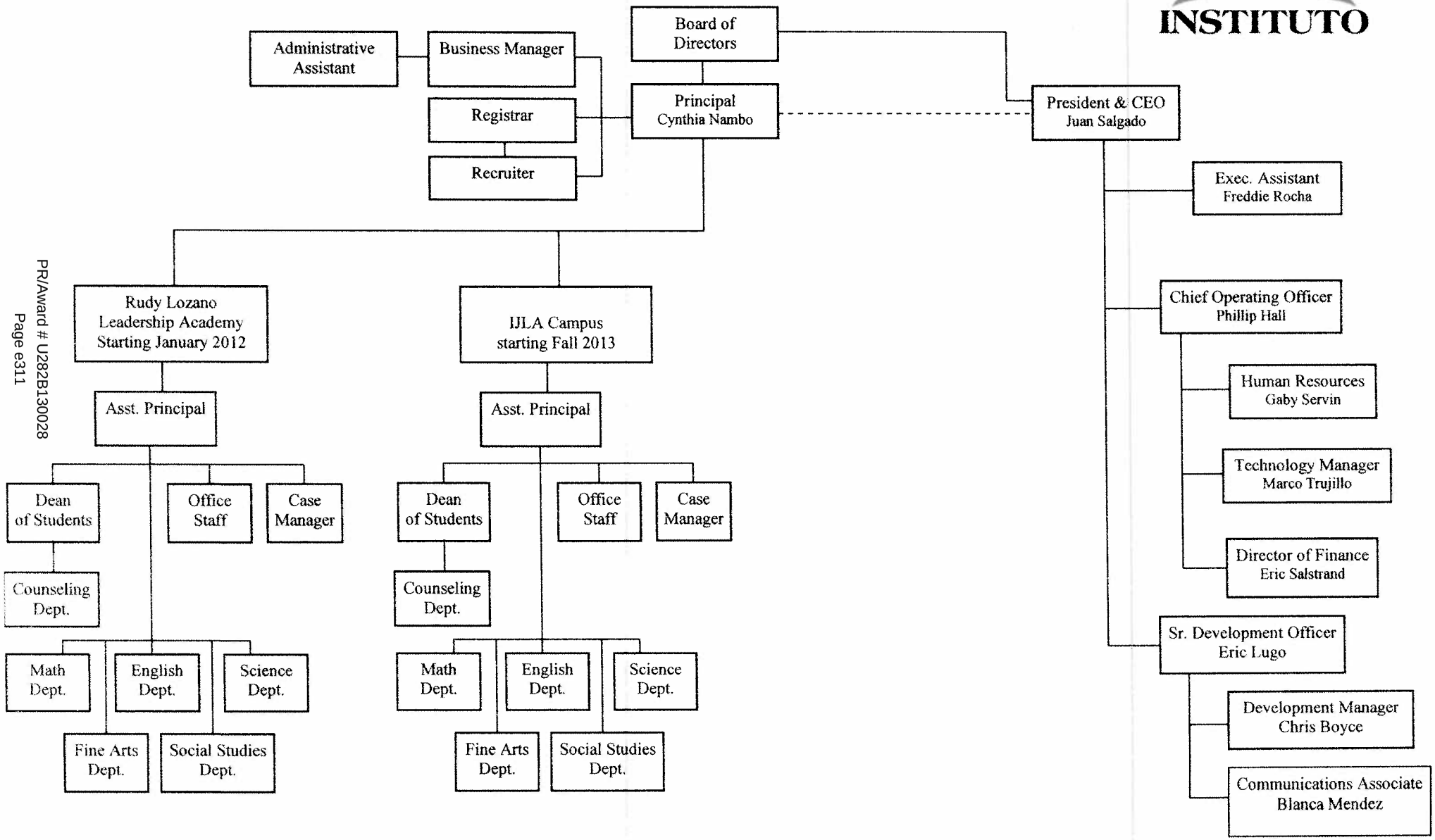
- Managed the daily operations of the Home Fashions department and Hunter Douglas Gallery.
- Provided superior customer service while assisting customers with the selection of window treatments, wallpaper and paint.

ATTACHMENT 6

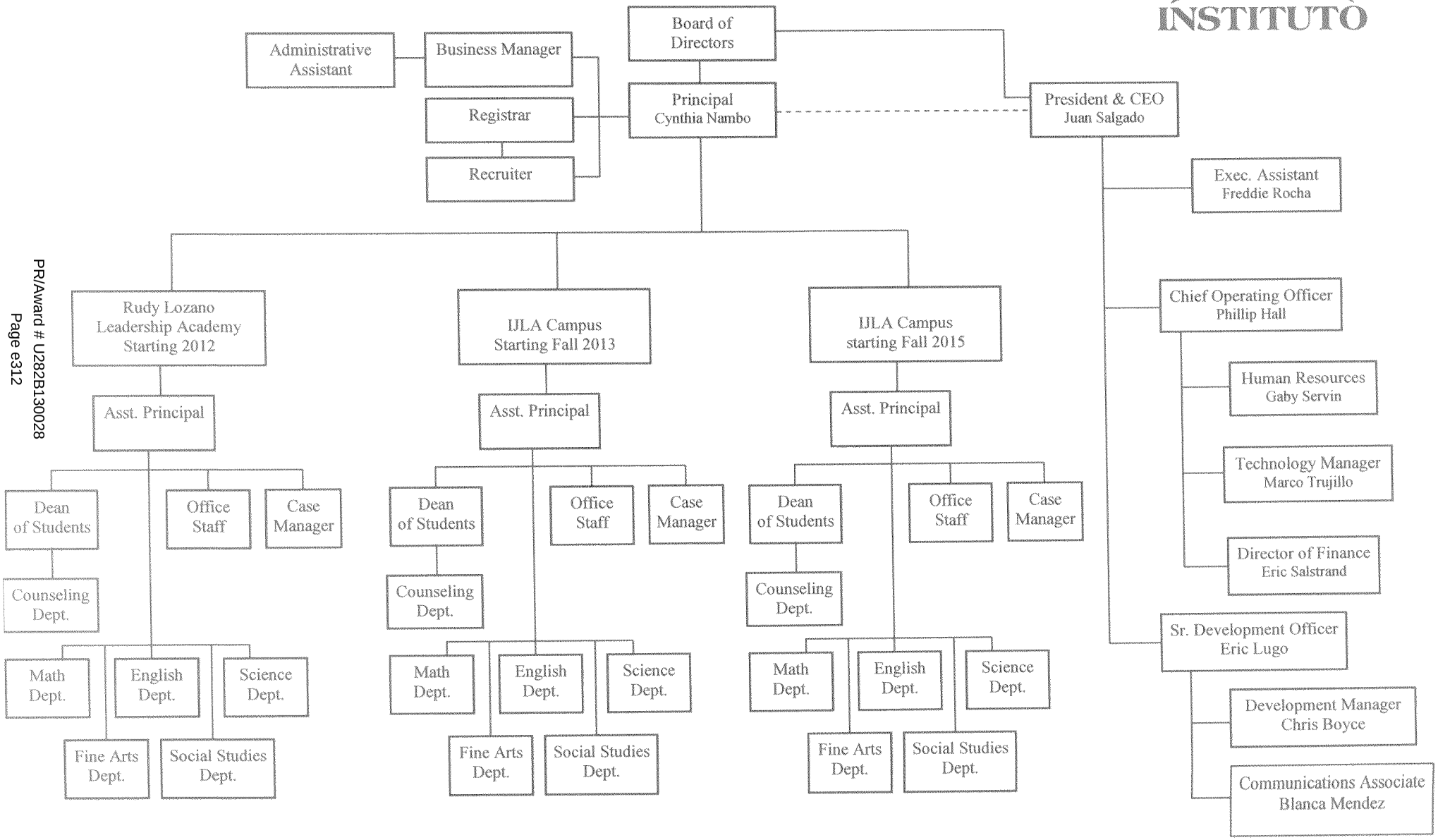
Instituto Justice and Leadership Academy
2012 Organizational Chart



Instituto Justice and Leadership Academy
2013 Organizational Chart



Instituto Justice and Leadership Academy
2015 Organizational Chart



ATTACHMENT 7

MANAGEMENT AGREEMENT

This MANAGEMENT AGREEMENT ("Agreement") is being entered on July 1, 2012 (the "Effective Date") between the Instituto Justice and Leadership Academy ("IJLA"), an Illinois not-for-profit corporation and Instituto Del Progreso Latino, ("IPL"), an Illinois not-for-profit corporation, (each a "Party" and collectively the "Parties").

RECITALS

WHEREAS, the Chicago Board of Education has awarded IJLA a charter ("Charter") to operate a high school in the City of Chicago for a period beginning on July 1, 2012 and ending on June 30, 2017 ("Charter Term") and such Charter is being submitted to the Illinois State Board of Education for approval and certification; and

WHEREAS, IPL desires to provide management services to IJLA and IJLA desires to retain IPL to provide such management services to IJLA pursuant to the terms and conditions of this Agreement; and

WHEREAS, the Parties have a common goal in putting forth their best efforts to accomplish the success of the charter school and this Agreement has been developed to ensure that all areas of performance required to achieve the mission and vision for which IJLA was established will be carried out to successful fruition; and

WHEREAS, this Agreement reflects core principals in transparency, accountability, and performance; and

WHEREAS, this Agreement further reflects IJLA's intent for IPL to use its best efforts to manage and provide services to IJLA pursuant to the terms and conditions contained herein.

AGREEMENT

1. **SERVICES**. IPL shall, directly with its own staff and personnel, or by contracting with other persons or third-party entities pursuant to this Agreement, provide Leadership and Management Services (herein, "Services"), to IJLA in exchange for payment by IJLA to IPL as specified in this Agreement.

2. **LEADERSHIP AND MANAGEMENT SERVICES, DEFINED.** IPL will direct its Senior Management Team ("Management Team") to provide services to IJLA, its board of directors and principal, as needed on a day-to-day basis. As used herein, the term "Management Team" includes IPL's President and Chief Executive Officer, Chief Operating Officer, Vice President of Education and Programs and its Senior Development Officer. At all times, the Management Team shall be led by IPL's President and Chief Executive Officer. In this role, IPL's President and Chief Executive Officer can delegate, expand and/or limit the responsibilities of the members of the Management Team.

3. **RECOGNITION OF AUTHORITY OF THE CHARTER.** IPL recognizes the authority granted to IJLA in the Charter as awarded by the Chicago Board of Education for the Charter Term. IPL agrees that this Agreement is subject to the Charter and, in no way alters, amends or abrogates the Charter.

Further, IPL agrees to comply with requirements it must follow related to the "Charter Agreement" between the Chicago Board of Education and IJLA.

4. **IJLA PRINCIPAL: Hiring, Support, Evaluation, Supervision and Firing.**

   a. *Selection and Procedure.* IJLA has agreed to hire the current principal of IJLA, Cynthia Nambo, as Principal of the new charter school. For future selection that may be required the IPL's President and Chief Executive Officer shall assist the IJLA board in conducting a joint and thorough candidate search for IJLA's principal based upon a IJLA board adopted procedure.

   b. *Hiring and Firing.* IJLA shall offer employment and retain the principal as employee. Subject to 4(a), IJLA shall solely hold and make the ultimate decision to hire or fire the principal.

   c. *Summary and Responsibilities.* Principal will be the educational leader for IJLA and will receive educational design support from IPL's Vice President of Education and Programs and his/her designees.

   d. *Support and Reporting.* IPL's President and Chief Executive Officer shall designate its Vice President of Education and Programs to support and supervise principal on a day-to-day basis. Principal may seek and request additional support from the Management Team.

   e. *Performance Evaluation.* IJLA and Management Team shall develop performance evaluation criteria ("Employee Appraisal") to be used in evaluation of the principal's performance. Said performance evaluation criteria shall be reviewed and approved by IJLA's Board to establish a formal Employee Appraisal. IPL's Vice-President of Education and Programs shall conduct yearly principal Employee Appraisals and submitted to the IJLA Board for their review, comment, and approval.

   f. *Compensation.* Management Team shall suggest a reasonable compensation scheduled for principal including incentives, bonus and pay increases, if any. IJLA and Management Team will use their best efforts and good faith to reach a consensus on Principal's compensation package. IJLA shall solely hold and make the ultimate decision on principal's compensation package.

5. **FACULTY**. IJLA shall employ all faculty and staff. Management Team or their designees may suggest qualified candidates to IJLA for employment. Management Team will use its best efforts to use IJLA approved budget to authorize hiring. Management Team will use IJLA personnel policies and procedures as well as adherence to all applicable laws, including criminal background checks and sex offender registry checks. All faculty and staff shall report to principal or his/her designee. Principal shall solely hold and make the ultimate decision on hiring or firing any IJLA faculty and staff.

6. **SUBCONTRACTING.** Management Team may recommend sub-contracting agreements to IJLA. Management Team shall not enter into any subcontracts without IJLA's consent. This restriction

shall apply to any and all subcontracting agreements necessary for the performance of this Agreement. IJLA may approve a larger budget for subcontracting needs on a case-by-case basis and in the best interests of IJLA.

7. **RENEWAL AND DURATION.** This Agreement shall be in full force and effect throughout the Charter Term. The Agreement shall automatically renew for an additional charter term if the Chicago Board of Education renews IJLA's charter. IJLA or IPL may terminate this Agreement for cause strictly pursuant to the terms and conditions of this Agreement.

8. **TERMINATION FOR CAUSE.** This Agreement may be terminated for cause in the event of a material breach by either party, but only after the non-breaching party provides seven (7) days written notice to the other, with an opportunity to cure such breach or default within Thirty (30) Days after receipt of such written notice. For the purposes of this Agreement, the term "material breach" includes:

    a. Any material violation or failure to remedy a material violation of a term or provision of this Agreement, the Charter Contract between IJLA and the Chicago Board of Education, the Charter Schools Law, or any other applicable law or regulation.

    b. Failure of Management Team to use its best efforts to meet the agreed upon standards of fiscal management.

    c. Insolvency or bankruptcy of either Party.

    d. Revocation, suspension or termination of IJLA's charter, or other licenses, permits or certifications needed for school operation

    e. Failure to achieve adequate student enrollment pursuant to agreed upon standards.

    f. Gross negligence, fraudulent misrepresentation, or any other willful misconduct by either party that adversely affects the school's operation or jeopardizes the school's goals or health and safety of its students, faculty or staff.

    g. Failure of either Party to produce material information to the other party, upon reasonable request, that is needed by the requesting party to execute its duties under this Agreement. For the purposes of this Section (g), "material information" means, but is not limited to, any and all student records (including admission information and personal information), transcripts, school database files, personnel records, financial records, final report cards, reports and audits, all records generated for operation of the school, student disciplinary records, standardized test scores, free and reduced-price lunch records, any documents related to employee benefits, administrative files and all other related materials. Any and all records in its possession or control.

9. **MANAGEMENT ORGANIZATION TRANSITION.** In the event that this Agreement is terminated, IPL shall use good faith and its best efforts to ensure that any transition between IJLA and a subsequent management organization, person or entity shall not disrupt the school's operations

and day-to-day educational environment. To satisfy this goal, the Parties agree that if this Agreement is terminated for any reason, such termination shall take effect upon the completion of the school year

a. In the event of termination, IPL will, at a reasonable expense, but no more than twenty percent (20%) of its management fee, provide reasonable assistance to IJLA for a period of time not to exceed 90 days after the termination to assist in the transition to another program, management service or education service provider.

b. In the event of termination prior to the completion of the Charter Term, IJLA shall have the right to continue using any jointly developed proprietary information, including curriculum materials, educational materials, software, and electronically stored date at no cost to IJLA.

c. In the event of termination prior to the completion of the Charter Term, IJLA shall have the right to continue using IPL developed proprietary information, until the completion of the Charter Term, and for no less than one full school year following the year in which the termination occurs.

d. *Final Payments to IPL.* In the event of termination and as a condition for final payment, unless waived by both parties, IPL shall produce and turnover to IJLA: any and all school database files, personnel records, financial records, reports and audits, any documents related to employee benefits, administrative files and all other materials IPL is required to deliver pursuant to applicable law that are in the possession and control of IPL when the termination becomes effective. IPL understands that IJLA may withhold final payment(s) to IPL if IPL fails to produce or turnover the documents contained herein only upon making a showing that IPL has acted in bad faith in its failure to turn over records or if it has actual proof that IPL has withheld certain documents in its control that it is required to provide to IJLA.

e. *Communication with Stakeholders and Authorizer.* In the event of termination, IJLA shall use its best efforts to timely notify all necessary parties, including the parents of enrolled students, and conduct an open meeting, if necessary, with parents of enrolled students to introduce them to the new management services provider and discuss how, if at all, any transition pursuant to this Agreement may affect them and the student. IJLA shall reserve time and attention to address the concerns the authorizer may raise about the management change during transition.

10. PERFORMANCE OVERSIGHT AND EVALUATION.

a. Performance Management Benchmarks are provided for in Appendix I.

b. IPL's Chief Executive Officer, Vice President of Education and Programs and IJLA's principal will report on Performance Management Benchmarks quarterly to the IJLA

Board of Directors with a copy to the IPL Board of Directors. IJLA's Board of Directors will conduct an annual evaluation based on the Performance Management Benchmarks with a formal report sent to the Chairman of the IPL Board of Directors with a copy to IPL's Chief Executive Officer.

11. COMPENSATION AND FINANCES.

a. *Budgeting.* IPL shall prepare and submit a proposed annual budget for the upcoming school year prior to the May meeting of the Board of Directors of IJLA unless otherwise agreed. IJLA shall review the budget and discuss its terms. IJLA may propose terms, items or suggestions to IPL to be incorporated into budget. IJLA shall approve the proposed budget no later than its June meeting of the board of directors. Any budget approved and ratified by the IJLA board of directors shall be in effect from July 1 to June 30.

b. *Allocation.* IJLA, in consultation with IPL, shall develop an annual budget for the Charter School. IJLA shall have the final authority in approving a budget that meets its obligations. IPL shall administer the approved IJLA budget.

c. *Compensation.* IJLA shall compensate IPL quarterly, commencing on September 15, and every 90 days thereafter, based on a seven (7%) percent of revenues for the first two years and 6% every year thereafter. Revenue shall not include receipts from school lunch sales, athletic events, fees charged for before/after school programs or other miscellaneous revenues.

d. *Deficits and Surpluses.* In the event of a deficit, IPL and IJLA shall be equally responsible for making up the difference, either by providing funds, raising funds or cutting budget costs. Any payments by IPL to IJLA's budget may be recouped by IPL in subsequent year's revenue. In the event of a surplus, IPL and IJLA shall apply any such surplus, equally towards any payments by either organization to previous year's deficit amount. Any remaining annual surplus shall be deposited into a reserve fund on behalf of IJLA.

e. *Financial Oversight.* IPL shall keep a chart of accounts for IJLA in accordance with the accounting system prescribed by the Chicago Public Schools. IPL shall produce financial reports related to accounting, budgets, cash receipts, disbursements, general ledgers, preparation of monthly income, expense reports, balance sheets, cash flow reports and financial projections as may be required by Chicago Public Schools and/or IJLA in accordance with the generally accepted accounting principals using an accrual basis for accounting.

f. *Independent Auditor.* IJLA shall select, hire and oversee an independent auditor. IPL shall coordinate with IJLA to complete the annual A-133 audit and the preparation of all

federal and state tax returns. IJLA shall be separately billed by the independent auditor for the services provided to IJLA.

g. *Timelines for Deliverables.* IPL, or its designee, shall disclose unaudited financial statements to IJLA within 45 days of the completion of each quarter. Monthly and year-to-date budget variance reports shall be provided within 45 days of the end of each month. IPL will also provide quarterly and/or semi-quarterly "Dashboard Reports" within 45 days of the completion of each quarter. IJLA understands and acknowledges that delays in producing any of the deliverables contained herein may be out of the control of IPL.

12. **INTELLECTUAL PROPERTY.** Any materials, software, documents, educational products and any other tangible or intangible service developed exclusively by the Parties that is in anyway related to any term of this Agreement or related to IJLA's operations shall be the joint property of IPL and IJLA. Any profits from the sale or licensing of that product or service shall be shared by equally by the Parties. The Parties acknowledge that they share a common desire to equally create and share materials in an open and transparent manner. Further, IPL expresses its specific desire, as a community based organization, to leverage the impact of IJLA by harnessing the lessons learned to further replicate concepts in additional schools, entities or organizations. While both entities grant each other full rights to freely share information, IJLA acknowledges that IPL intends to develop replication capacity. It also has the vision and ambition of impacting educational environments through lessons and successes at the IJLA. IJLA board understands, values, and supports this interest.

13. **CONFIDENTIALITY.** Both parties to this Agreement shall hold all Confidential Information strictly confidential and shall not disclose Confidential Information to any third party. This provision shall survive the termination of this Agreement. For the purposes of this Agreement, "Confidential Information" shall mean any and all student records (including admission information and personal information), transcripts, school database files, personnel records, financial records, final report cards, reports and audits, all records generated for operation of the school, student disciplinary records, standardized test scores, free and reduced-price lunch records, any documents related to employee benefits, administrative files and all other related materials.

14. **PHYSICAL PROPERTY**: IPL has taken the lead in providing physical space to IJLA. IPL shall lease its current space located at 2570 S. Blue Island Avenue for the 2012/2013 school year or an agreed time thereafter. IPL will also use its best efforts to ensure that IJLA obtains its own physical space for subsequent school sites. IPL has conducted research regarding the best suited location for subsequent educational facilities, and has significant experience in selecting a sight that best serves the target student population. IPL will continue to lead this effort on behalf of IJLA. All leases and agreement with be approved by IJLA board. All furniture,

computers, equipment and materials purchased with funds designated to IJLA will be owned by IJLA.

15. **LEGAL COMPLIANCE**. In providing services as required by this Agreement, the parties agree to observe and comply with all applicable federal, state, and local statutes, ordinances, rules, and regulations and all applicable court orders, court decisions, and administrative decrees.

16. **HUMAN RESOURCES**. IPL shall develop a Human Resource Department that will provide human resource services to IJLA, its faculty and staff, and such human resource services include, but are not limited to:

    a. *Personnel Records:* Development and maintenance of a centralized personnel records file. All requests from outside sources for employee information, employee reference checks, and verification of employment are the direct responsibility of the Human Resources Department.

    b. *Recruitment:* Provide support in hiring and recruitment process as requested by IJLA Board and/or principal including assisting with the creation and/or editing of job announcements, and internal and external job postings.

    c. *Payroll/Reporting*: Preparation, management and transmittal of payroll on a semi-monthly basis, including the data entry for new hires, tracking time and attendance and time-off benefits. In addition, IPL shall compile and provide reports for internal and external use, including but not limited to staff demographics for grants, audit reports, and benefit reports.

    d. *Benefits.* Administering the Insurance, Retirement and Pension programs and/or plans and other related benefits, making these programs and/or plans available to school personnel, and assisting employees in filing claims and obtaining benefit coverage. Coordination of retirement/pension counseling for employees who desire it.

    e. *Unemployment Compensation*: Ensuring compliance with the Illinois Unemployment Compensation Act, and prompt handling all unemployment compensation claims, and for developing procedures to insure that claims are held to a minimum.

    f. *Exit Meeting:* Processing all personnel termination paperwork and conducting the exit interview meetings.

17. **TECHNOLOGY PERSONNEL**. IPL shall support the planning, implementation, and utilization of telecommunications and software by IJLA. The IPL shall also assist IJLA in the planning deployment of its computer equipment, network and software. IPL has successfully applied for the E-Rate program on behalf of IJLA and will manage E-Rate implementation and continuity.

18. **DEVELOPMENT**. IPL's Senior Development Officer, or its designee, shall lead all fundraising efforts and hire additional staff as necessary to manage day-to-day resource development needs. The Senior Development Officer shall use its best efforts to raise funds outlined in the annual IJLA Board approved fundraising plan. The Senior Development Officer's duties include:

    a. Maintenance of foundation/corporate grants including communication with funders, grant reports and grant renewal applications.
    b. Research and Applications for new funding.
    c. Creation of annual fundraising plan to achieve funding goals
    d. Oversight of receivables and acknowledgement reports
    e. Acknowledgements of all donations
    f. Internal communication regarding submitted, current and declined grant proposals
    g. Outcome measurement support

19. **COMMUNICATIONS SERVICES:** IPL shall coordinate, assist or help with the coordination of the development of IJLA's website development, creation of IJLA letterhead, newsletters, promotion materials, marketing materials, photo and video documentation of school events, press releases, power point presentations, and other related materials. IJLA shall be responsible for all costs associated with the creation or development of any materials or services contained in this Paragraph 19.

20. **PUBLIC RELATIONS.** IPL will maintain and enhance IJLA public relations with a wide range of stakeholders including parents, local community organizations, elected officials and industry leaders. IPL's President and Chief Executive Officer will provide periodic reports of relationships managed on behalf of IJLA. IPL's President and Chief Executive Officer will also work with the Board of Directors and advisory committees to synergize its public relations strategy with the work of these bodies.

21. **FAMILY SUPPORT LEVERAGING.** IPL is deeply committed to achieving the IJLA goal of registering the student and enrolling the family. As such, IPL will work diligently to make its wide array of services accessible to parents and extended families. IPL will do this housing several programs at IJLA and by providing priority registration to IJLA families. IPL has also raised and designated dedicated resources for value added services such as Centers for Working Families. While adding tremendous value to the school environment, culture and results, these programs and services are not included in the percentage fee in the MOU.

22. **PAYMENT.** The amounts to be paid by IJLA to IPL in accordance with this Agreement shall, unless otherwise provided, be paid in equal monthly installments throughout the Fiscal Year. IJLA shall promptly issue checks or otherwise direct the transfer of funds required to pay IPL for the Services described herein upon receipt of an invoice issued by IPL specifying the Services provided and the amounts due therefrom. It is the intention of the parties that IJLA pay IPL only

for those services and/or equipment actually delivered hereunder, and anything herein to the contrary notwithstanding, IPL shall not invoice IJLA, and IJLA shall not pay to IPL, for any items of service or equipment not actually provided to IJLA by IPL.

23. **MODIFICATIONS**. The parties may modify this Agreement at anytime by the express written consent of both parties.

24. **TERM**. This Agreement shall remain in full force and effect for an initial term ending June 30, 2011 and shall be automatically extended for the subsequent July 1 to June 30 Fiscal Years thereafter unless a Party provides the other Party with one hundred and eighty days written notice (180 days) of its intent to terminate this Agreement for Cause, as specifically provided for in Section 8, at the conclusion of the initial term or a subsequent Fiscal Year hereunder. Such notice shall specifically cite to the alleged material breach outlined in Section 8 ("Termination for Cause") and detail the specific grounds for terminating this Agreement for Cause.

25. **RECORDS.** The parties shall keep and maintain full and complete records documenting the provision of Services and equipment hereunder, and either party shall have the right to inspect such records at any time.

26. **NOTICE.** Any and all notices herein required shall be in writing and shall be given to the appropriate party, as the case may be, at the following addresses: (a) IPL: 2520 S. Western Avenue, Chicago, IL 60608; Attention President and Chief Executive Officer and (b) IJLA, 2570 S. Blue Island Avenue, Chicago, IL 60608, Attention Principal. Any notice may be given by personal delivery to the other party at the address specified above or may be given by sending such notice by United States certified mail, return receipt requested, postage prepaid, addressed to the other party at the address specified above. Notice shall be deemed to have been given, served and received when delivered or three (3) days following deposit in the United States mails as provided above. Either party may change its address for the purpose of notice by giving thirty (30) days prior written notice to the other party at its address provided herein.

27. **ENTIRETY.** This Agreement represents and contains the entire agreement of the parties with respect to the subject matter hereof, shall extend to the benefit of and be binding upon the parties and their respective successors and assigns, shall be construed as the product of the joint negotiation and drafting of both IPL and IJLA and no imputation shall be made against or in favor of either party in connection with the actual drafting or preparation of this Agreement. No other agreement shall be binding upon the parties or affect the terms of this Agreement unless it is in writing, signed by both parties and references this Agreement. No waiver of any breach or violation of any of the covenants, conditions or provisions hereof shall be construed as a waiver of any other or subsequent breach or violation of the same or any other covenant, condition, or provision hereof.

28. **SEVERABILITY.** If any provision of this Agreement is or shall be deemed to be illegal, invalid or unenforceable, the remaining provisions hereof shall remain in full force and effect and this Agreement shall be interpreted as if such illegal, invalid or unenforceable provision did not exist herein.

29. **ARBITRATION OF DISPUTES.** Any controversy, claim or dispute arising out of or relating to this Agreement, shall be settled solely and exclusively by binding arbitration in Chicago, Illinois, with such arbitration commencing no later than 90 days after written notice of a dispute, either by requesting mediation or by notice of intent to arbitrate if no mediation is not successful. Such arbitration shall be conducted in accordance with the then prevailing arbitration rules of the American Arbitration Association ("AAA"), with the following exceptions if in conflict: (a) one arbitrator shall be chosen by AAA; (b) each party to the arbitration will pay its pro rata share of the expenses and fees of the arbitrator, together with other expenses of the arbitration incurred or approved by the arbitrator; and (c) arbitration may proceed in the absence of any party if written notice of the proceedings has been given to such party. Each party shall bear its own attorneys fees and expenses. The parties agree to abide by all decisions and awards rendered in such proceedings. Such decisions and awards rendered by the arbitrator shall be final and conclusive. All such controversies, claims or disputes shall be settled in this manner in lieu of any action at law or equity; provided however, that nothing in this subsection shall be construed as precluding the bringing an action for injunctive relief or other equitable relief. The arbitrator shall not have the right to award punitive damages or speculative damages to either party and shall not have the power to amend this Agreement. The arbitrator shall be required to follow applicable law. IF FOR ANY REASON THIS ARBITRATION CLAUSE BECOMES NOT APPLICABLE, THEN EACH PARTY, TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW, HEREBY IRREVOCABLY WAIVES ALL RIGHT TO TRIAL BY JURY AS TO ANY ISSUE RELATING HERETO IN ANY ACTION, PROCEEDING, OR COUNTERCLAIM ARISING OUT OF OR RELATING TO THIS AGREEMENT OR ANY OTHER MATTER INVOLVING THE PARTIES HERETO.

    a. *Mediation Preceding Arbitration*. If a dispute arises out of or relates to this contract, or the breach thereof, and if the dispute cannot be settled through negotiation, the parties agree first to try in good faith to settle the dispute by mediation administered by the American Arbitration Association before resorting to arbitration, litigation, or some other dispute resolution procedure. If they do not reach such solution within a period of 45 days, then, upon notice by either party to the other, all disputes, claims, questions, or differences shall be finally settled by arbitration administered by the American Arbitration Association in accordance with the provisions of its Commercial Arbitration Rules.

30. **GOVERNING LAW:** This Agreement was executed in Cook County, Illinois and it is intended to be governed by and construed under the laws of the State of Illinois. The parties hereto consent to the jurisdiction of the Circuit Court of Cook in any action, suit, or other proceeding instituted in

connection with this Agreement; provided, however, both parties agree to contract an independent arbiter prior to proceeding toward legal action.

IN WITNESS WHEREOF, IPL and IJLA have caused this agreement to be executed by their duly authorized officers as of the date written below.

INSTITUTO JUSTICE AND LEADERSHIP ACADEMY

By: _____
It's Board Chair

Attest:_____
Board Secretary

INSTITUTO DEL PROGRESO LATINO

By:_____
It's Board Chair

Attest:_____
Board Secretary

ATTACHMENT 8

BY-LAWS

OF

INSTITUTO JUSTICE AND LEADERSHIP ACADEMY

ARTICLE I

NAME

The name of the Corporation shall be Instituto Justice and Leadership Academy.

ARTICLE II

PURPOSES

Section 1. Not For Profit. The Corporation is organized under and shall operate as an Illinois Not For Profit Corporation, and shall have such powers as are now or as may hereafter he granted by the Illinois General Not For Profit Corporation Act of 1986.

Section 2. Purposes. The purposes of the Corporation are educational and charitable within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including but not limited to the establishment of a charter school in the City of Chicago pursuant to the Illinois Charter Schools Law, 105 ILCS 5/27A-I *et seq*. Consistent with the foregoing purposes and subject to all other limitations, restrictions, and prohibitions set forth in its Articles of Incorporation, the Corporation shall have the powers in furtherance of its corporate purpose specified in the Illinois Charter Schools Law, to do all and everything necessary, suitable and proper for the accomplishment of the purposes of attainment of the objects hereinabove set forth either alone or in association with other individuals, corporations or partnerships, including federal, state county and municipal bodies and authorities, and, in general, to do and perform such acts and transact such business in connection with the foregoing objects not inconsistent with the law.

Section 3. Rules. The following rules shall conclusively bind the Corporation and all persons acting for or on behalf of it:

a. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for

services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

b. Upon the dissolution of the Corporation the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any assets not so disposed of shall be disposed of by the Circuit Court of Cook County, Illinois exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

c. The Corporation shall not adopt any practice, policy or procedure or take any action which would result in discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special educational services.

ARTICLE III

REGISTERED OFFICE, AGENT AND SEAL

Section 1. Registered Office and Agent. The Corporation shall have and continuously maintain in the State of Illinois a registered office and a registered agent whose office shall be identical with such registered office, and may have such other offices within or without the State of Illinois and such other registered agents as the Board of Directors may from time to time determine.

Section 2. Seal. The Board of Directors shall provide a corporate seal, which shall be in the form of a circle and shall have inscribed thereon the name of the Corporation and the words "Corporate Seal, Illinois."

ARTICLE IV

MEMBERS

Section 1. Classes of Members. The Corporation shall have no members.

ARTICLE V

BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the Corporation shall be managed by the Board of Directors.

Section 2. Number, Tenure and Qualifications.

a. The number of Directors shall be no less than five (5) and no more than nine (9), as established by resolution of the Board of Directors. The exact number of Directors shall be fixed from time to time by the Board of Directors pursuant to a resolution adopted by a majority of the entire Board of Directors.

b. The Directors shall be divided into two classes, as equal in number as possible, with respect to the times for which they shall severally hold office. Directors of the first class first chosen shall hold office until the first annual meeting following their election, and Directors of the second class first chosen shall hold office for two years until the second annual meeting following their election, and, in each case, until their successors shall be duly elected and shall qualify.

c. At each annual meeting of the board of directors following such first choosing of the Directors of both classes, the successors to the class of Directors whose terms shall expire at such meeting shall be elected to hold office for a term of two years, so that in each year the term of office of one class of Directors shall expire.

d. Directors need not be citizens or residents of the State of Illinois. Directors shall be selected on the basis of their expertise, experience and willingness and ability to contribute to the success of the Corporation. The board of directors shall use its best efforts in attempting to assure that the board of directors shall also include membership from present or former directors of Instituto del Progreso Latino ("IPL") and parent representatives from the Instituto Justice and Leadership Academy family advisory council. The directors shall also include the CEO of Instituto del Progreso Latino.

Section 3. *Ex Officio* Board Members. The Board of Directors appoint the

President and Chief Executive Officer of Instituto del Progreso Latino, (herein, "*Ex Officio* Member") to be *ex officio* a member of the board of directors and to be *ex officio* a member of all committees, with full rights of participation and to otherwise manage the corporation. The *ex officio* member shall perform any such duties that may be performed by a member of the board of directors and shall otherwise be treated and recognized as a duly elected member of the board. The *ex officio* member shall hold his position on indefinite tenure and shall only be removed upon the approval of a majority of the Board of Directors of Instituto del Progreso Latino evidenced by a duly authorized resolution.

Section 4. Selection. Directors shall be elected annually in accordance with the criteria set forth in Section 2 hereof by the Board of Directors of the Corporation. Any vacancy occurring in the Board of Directors, or any directorship to be filled by reason of an increase in the number of Directors, shall be reviewed by the executive committee of the Corporation's Board of Directors and filled by the Board of Directors of the Corporation. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Section 5. Regular Meetings. A regular annual meeting of the Board of Directors shall be held without other notice than this By-Law on the second Wednesday of each October. Other regular meetings of the Board of Directors may also be held at such time and place as the Board of Directors may provide by resolution, either within or without the State of Illinois, without other notice than such resolution.

Section 6. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the Chairperson or any three Directors. The person or persons authorized to call special meetings of the board may fix any place, either within or without the State of Illinois, as the place for holding any special meeting of the Board of Directors called by them.

Section 7. Notice. Notice of any special meeting of the Board of Directors shall be given at least three days prior thereto by written notice delivered to each Director. Any such notice may be delivered personally, by mail or by electronic means. If delivered by mail, such notice shall be deemed delivered when deposited in the United States mail in a sealed envelope addressed to the Director at his or her address as it appears on the records of the Corporation, with postage thereon prepaid. If delivered by electronic means, such notice shall be deemed delivered when transmitted to the electronic address as it appears on the records of the Corporation. "Electronic address," as used in these By-Laws, shall include a facsimile telephone number, an electronic mail address or any other indicia by means of which notices and other information may be delivered. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these By-Laws. In addition to the notice requirement provided herein, public notice of regular and special meetings shall be

given in accordance with the requirements of the Illinois Open Meetings Act, 5 ILCS 120/1 et seq.

Section 8. Quorum. A majority of the appointed and acting members of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors; provided, however, if a quorum of the Board of Directors is not present at a meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

Section 9. Manner of Acting. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors except where otherwise provided by law or by these By-Laws.

Section 10. Participation by Electronic Or Other Means. Members of the Board of Directors may participate in and act at any meeting of the Board of Directors through the use of a conference telephone, computer or other communications equipment by means of which all persons participating in the meeting can communicate with each other. Participation in such a meeting shall constitute attendance and presence in person at the meeting of the person or persons so participating.

Section 11. Informal Action by Board of Directors. Any action required to be taken at a meeting of the Board of Directors, or any action which may be taken at a meeting of the Executive Committee, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the members entitled to vote with respect to the subject matter thereof.

Section 12. Compensation. Board of Directors members as such shall not receive any salaries for their services; provided, that nothing herein contained shall be construed to preclude any director serving the Corporation in any other capacity and receiving compensation therefore.

Section 13. Conflicts of Interest. Except for matters or transactions relating to Instituto del Progreso Latino, no member of the Board of Directors shall vote on any matter or transaction concerning or with any individual, entity or matter with which such Director has, or within the twelve-month period preceding the vote had, any substantial ownership, employment, fiduciary contractual or creditor relationship (any such matter or transaction is hereinafter referred to as a "Conflict"). Each Director shall disclose in writing all Conflicts to the Board of Directors prior to the discussion of the underlying matter or transaction by the Board of Directors and shall draw to the attention of the Board of Directors such Conflict at any subsequent meetings at which such matter or transaction is discussed. Following such disclosure, a Director shall be entitled to take part in the discussions of the Board of Directors concerning such matter or transaction and shall be considered in determining whether a quorum is present, but shall not be entitled to vote on the applicable matter or transaction. The question of whether a Conflict exists shall, in the absence of certainty, be determined by the vote of a majority of disinterested directors

present at the meeting called for the purpose of discussing the transaction or matter to which the Conflict relates. (Follows COI policy)

Section 14. Open Meetings All regular and special meetings of the Board of Directors shall be open to the public in conformity with the requirements of the Illinois Open Meetings Act, 5 ILCS 120/1 et seq. Exceptions to this requirement shall be limited to those matters set out in the Illinois Open Meetings Act.

ARTICLE VI

OFFICERS

Section 1. Officers. The officers of the Corporation shall be a Chairperson of the Board, a Vice Chairperson, President, a Treasurer, a Secretary, a Principal, and such other officers as may be elected in accordance with the provisions of this article. The Board of Directors may elect or appoint such other officers, including one or more Vice Presidents, one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board of Directors. Any two or more offices may be held by the same person, except the offices of Chairperson of the Board, President and Secretary.

Section 2. Election and Term of Office. The officers of the Corporation shall be elected bi-annually by the Board of Directors at the regular Annual Meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as is practical. A new nominating committee consisting of the chairperson and two other directors appointed by the Board of Directors shall recommend a slate of officers for said regular Annual Meeting. The nominations shall be made by August 15 of each election year. Each officer shall hold office for a term of two years or until his or her successor shall have been duly elected or until he/she has been replaced in accordance with Section 4. No person may occupy any particular office consecutively for more than two terms; provided, however that there shall be no limit on the number of terms any person may serve in different offices.

Section 3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. Chairperson. The Chairperson shall preside at all meetings of the Board of Directors. He or she may sign, with the President, Secretary or any other proper

officer of the Corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors have authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these By-Laws or by statute to some other officer or agent of the Corporation. In the absence of the President or in the event of his or her inability or refusal to act, the Chairperson shall perform 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. In general, the Chairperson shall perform all duties incident to the office of Chairperson and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. Vice Chairperson. In the absence of the Chairperson or in the event of his or her inability or refusal to act, the Vice Chairperson shall perform the duties of the Chairperson, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chairperson. The Vice Chairperson shall perform such other duties as from time to time may be assigned to him or her by the Chairperson, or by the Board of Directors.

Section 7. President. The president shall be the chief executive officer of the Corporation and shall generally supervise and control all of the business and affairs of the Corporation, including the supervision of the Principal. He or she may sign, with the Chairperson, Secretary or any other proper officer of the Corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors have authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these By-Laws or by statute to some other officer or agent of the Corporation. The President shall perform all duties incident to the office of President and such other duties as may be prescribed by the Chairperson or by the Board of Directors from time to time.

Section 8. Principal. The Principal shall, under the direction and supervision of the President, act as manager of the activities of the Corporation, with particular attention to curriculum development, faculty recruitment and management, student recruitment, and other matters relating to the academic performance of the Instituto Justice and Leadership Academy. The Principal shall perform such other duties as, from time to time, may be assigned to him or her by the President or the Board of Directors. The Board of Directors shall have the sole and exclusive right to appoint and discharge the Principal, from time to time, taking into account the recommendations of the President. The terms of the Principal's employment shall be determined by Board of Directors in the exercise of its sole discretion, taking into account the recommendations of the President.

Section 9. Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine. He or she shall have charge and custody of and be responsible for all funds and securities of the Corporation; receive

and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article VIII of these By-Laws; and in general perform all the duties incident to the office of Treasurer and such other duties as form time to time may be assigned to him or her by the Chairperson or President or by the Board of Directors.

Section 10. Secretary. The Secretary shall be custodian of the corporate records of and the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under seal is duly authorized in accordance with the provisions of these By-Laws; and shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Chairperson or President or by the Board of Directors. Will keep written minutes of meetings of the Board of Directors in accordance with the requirements of the Illinois Open Meetings Act, 5 ILCS 120/1 et seq.; shall otherwise maintain the minute book of the Corporation and ensure that all notices are duly given in accordance with the provisions of these By-Laws or as required by law; and shall be responsible for recording attendance and all votes at meetings of the Board of Directors.

Section 11. Absence of Chairperson and Vice Chairperson. In the absence of the Chairperson and vice Chairperson or in the event of his or her inability or refusal to act, the board of directors shall appoint, by a majority vote, a director or officer to perform the duties of the Chairperson in the interim, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chairperson or Vice Chairperson.

ARTICLE VII

COMMITTEES

Section 1. Executive Committee. There shall be an Executive Committee, which shall at all times be comprised of the Chairperson, Vice Chairperson, Treasurer, Secretary, the President, the Principal and such other members of the Board of Directors as the Board of Directors may, by resolution, appoint. Except as prohibited by the Illinois General Not for Profit Corporation Act of 1986, or any other applicable law, as is from time to time applicable and except for such matters as are herein reserved for the full Board of Directors, the Executive Committee shall be authorized to act on behalf of the Board of Directors in all matters requiring timely decisions arising between meetings of the Board of Directors. The Executive Committee shall report any action taken by it to the Board of Directors at its succeeding meeting.

Section 2. Committees of the Board of Directors. The Board of Directors, by resolution adopted by a majority of the members in office, may designate one or more committees, each of which shall consist of two or more members of the Board of Directors and may include non board members, which committees, to the extent provided in said

resolution, shall have and exercise the authority of the Board of Directors in management of the Corporation; but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual member of the Board of Directors, of any responsibility imposed upon them by law.

Section 3. Advisory Committee. The Board of Directors may establish Advisory Committees consisting of persons appointed by the Board of Directors for the purpose of providing guidance to the Board of Directors on matters of curriculum, student affairs and other matters related to the Corporation's charter school. If established, the Advisory Committees shall meet at such times and places as may be determined by the Board of Directors, and the President shall serve as Chairperson of the Advisory Committees. A majority of the members of the Advisory Committees shall constitute a quorum for purposes of voting. Members of the Advisory Committees shall not receive salaries for their services, but, by resolution of the Board of Directors, expenses of attendance may be reimbursed.

Section 4. Other Committees. Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be designated by a resolution adopted by a majority of the members of the Board of Directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, members of each such committee shall be members of the Board of Directors of the Corporation, and the Chairperson shall appoint the members thereof. Any member thereof may be removed by the Board of Directors whenever in their judgment the best interests of the Corporation shall be served by such removal.

Section 5. Term of Office. Each member of a committee shall continue as such until the next annual meeting of the Board of Directors of the Corporation and until his successor is appointed, unless the Committee shall be sooner terminated, or unless such member shall cease to qualify as a member thereof.

Section 6. Chairperson. One member of each committee shall be appointed Chairperson.

Section 7. Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 8. Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 9. Rules. Each committee may adopt rules for its own government not inconsistent with these by-laws or with rules adopted by the Board of Directors.

ARTICLE VIII

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these By-Laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances.

Section 2. 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, agent or agents of the Corporation and in such manner as from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer or an assistant treasurer and countersigned by the Chairperson or a President the Corporation.

Section 3. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select

.

Section 4. Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE IX

BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.

ARTICLE X

FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in the succeeding year.

ARTICLE XI

WAIVER OF NOTICE

Whenever any notice whatever is required to be given under the provisions of the General Not For Profit Corporation Act of Illinois or under the provisions of the articles of incorporation or the By-Laws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XII

INDEMNIFICATION OF OFFICERS, DIRECTORS, EMPLOYEES and AGENTS

Section 1. Indemnification of Directors, Officers, etc. The Corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that such person is or was a director, officer, employee or agent of the Corporation, or was serving at the request of the Corporation, as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees) judgments, fines and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit or proceeding if such person acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment or settlement, conviction or upon a plea of *nolo contendere* or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he or she reasonably believed to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe that his or her conduct was unlawful.

Section 2. Indemnification in the Case of Derivative Actions. The Corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that such person is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses (including attorneys' fees) actually and reasonably incurred by such person in connection with the defense or settlement of such action or suit if he or she acted in good faith and in a manner

he or she reasonably believed to be in or not opposed to the best interests of the Corporation and except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his or her duty to the Corporation unless and only to the extent that the court in which such action or suit was brought shall determine upon application that despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnify for such expenses which the court shall deem proper.

Section 3. Indemnification Against Expenses. To the extent that a Director, officer, employee or agent of the Corporation has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Sections 1 and 2, or in defense of any claim, issue or matter therein, such person shall be indemnified against expenses (including attorneys' fees) actually and reasonably incurred by him or her in connection therewith.

Section 4. Determination by Board of Directors. Any indemnification under Sections 1 and 2 (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the Director, officer, employee or agent is proper in the circumstances because he or she has met the applicable standard of conduct set forth in Sections 1 and 2. Such determination shall be made (a) by the Board of Directors by a majority vote of a quorum consisting of directors who were not parties to such action, suit or proceeding, or (b) if such a quorum is not obtainable, or, even if obtainable, a quorum of disinterested Directors so directs, by independent legal counsel in a written opinion, or (c) by the Voting Members.

Section 5. No Waiver of Other Rights. The indemnification provided by this article shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any contract, agreement, vote of disinterested Directors or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 6. Insurance. The Corporation shall have the responsibility to purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against such person and incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this article.

ARTICLE XIII

AMENDMENTS TO BY-LAWS

These By-Laws may be altered, amended or repealed and new By-Laws may be adopted by a majority of the directors present at any regular meeting or at any special meeting, provided that at least ten-business days notice is given of the intention to alter, amend or repeal or to adopt new By-Laws at such meeting.

AGREED AND APPROVED THIS _____ DAY OF _____, 2010.

Signed: _____
[NAME]
Director

Signed: _____
[NAME]
Director

Signed: _____
[NAME]
Director

Signed: _____
[NAME]
Director

Signed: _____
[NAME]
Director

ATTACHMENT 9

Certificate Number 32728

STATE OF ILLINOIS
OFFICE OF THE SECRETARY OF STATE

To all to whom these Presents Shall Come, Greeting:

Whereas, Articles of Incorporation duly signed and verified of

INSTITUTE FOR LATINO PROGRESS

have been filed in the Office of the Secretary of State on the 27th day of April A. D. 19 77 as provided by the "GENERAL NOT FOR PROFIT CORPORATION ACT" of Illinois, approved July 17, 1943, in force January 1, A. D. 1944.

Now Therefore, I, Alan J. Dixon, Secretary of State of the State of Illinois, by virtue of the powers vested in me by law, do hereby issue this Certificate of Incorporation and attach thereto a copy of the Articles of Incorporation of the aforesaid corporation.

In Testimony Whereof, I hereto set my hand and cause to be affixed the Great Seal of the State of Illinois.

Done at the City of Springfield this 27th day of April A.D. 19 77 and of the Independence of the United States the two hundred and 1st

Alan J. Dixon

SECRETARY OF STATE

IN WITNESS WHEREOF, the undersigned corporation has caused this application to be executed in its name by its _____ President attested by its _____ Secretary, this thirteenth day of June, A.D. 19 79

Institute for Latino Progress
(Exact Corporate Name)

By Pablo Torres

By _____
President or Vice President

Place
(Corporate Seal)
Here

Attest:
Maria Guadalupe Hdz.
Secretary or Assistant Secretary

STATE OF Illinois
COUNTY OF Cook ss.

I, Salman Resnick, a Notary Public, do hereby certify that on the 13th day of June, A.D. 19 79 personally appeared before me Pablo Torres who declares that he is the President of the corporation, executing the foregoing document, and being first duly sworn, acknowledged that he signed the foregoing document in the capacity therein set forth and declared that the statements therein contained are true.

IN WITNESS WHEREOF, I have hereunto set my hand and seal the day and year before written.

Salman Resnick
Notary Public

Place
(Notarial Seal)
Here

SALMAN RESNICK NOTARY PUBLIC COOK COUNTY, ILL.

11 00

25058079

25058079

FORM C 86.3

Box _____ File D-5114-868-1

APPLICATION FOR REINSTATEMENT
OF
Institute for Latino Progress

FILING FEE $10.00

NOTICE

In the event of a corporate name change, the application must also be accompanied by an amendment changing the corporate name with fee of $10.00. In the event a change of address of registered office or change of registered agent, or both, the application must be accompanied by a proper form for change with fee of $1.00.

SECRETARY OF STATE
CORPORATION DEPARTMENT
TELEPHONE: (217) 782-6190

Form C-86.3

IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248567570
Feb. 25, 2010 LTR 4168C E0
36-2937375 000000 00
00014566
BODC: TE

INSTITUTE FOR LATINO PROGRESS
% JUAN SALGADO
2570 S BLUE ISLAND AVE
CHICAGO IL 60608-4817

006533

Employer Identification Number: 36-2937375
Person to Contact: Mr. Fraser
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Feb. 16, 2010, request for information regarding your tax-exempt status.

Our records indicate that your organization was recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in September 1977.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

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 sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Michele M. Sullivan

Michele M. Sullivan, Oper. Mgr.
Accounts Management Operations I

ATTACHMENT 10

**Jeff Bartow is a member of the school's Founding Board of Directors.*

Jeff Bartow
[redacted]
(773) 471-8208 (Work)
[redacted]

EMPLOYMENT

9/02 to present — **Director/Lead Organizer**
Southwest Organizing Project — **Chicago, IL**

Lead organizer for multi-issue faith based community organization in Southwest Chicago. The organization works to build power for families in this part of the city of Chicago. Primary responsibilities include leadership development and campaign development and execution on issues important to the 27 member institutions that currently constitute the Southwest Organizing Project.

6/93 to 8/02 — **Director/Lead Organizer**
Interfaith Leadership Project — **Cicero, IL**

Organizer for multi-issue church based organization in Cicero and Berwyn, Illinois. The organization is working to build power for families in these communities. Primary responsibilities include leadership training and leadership development for members of the eleven institutions that currently constitute the Interfaith Leadership Project.

2/89 to 6/93 — **Director**
Southwest Catholic Cluster Project — **Chicago, IL**

Organizer for seventeen catholic institutions working to build an economically stable, multi-cultural community in Southwest Chicago. Responsibilities include leadership training, diversity education, community building, developing marketing strategies for the community, and linking various community institutions to the goals of the project.

9/87 to 1/89 — **Community Representative**
Leadership Council for Open Communities Chicago, IL

Researched and monitored real estate activity in Marquette Park and Gage Park in cooperation with two local community organizations. Coordinated follow up for Leadership Council where realtor abuse and illegal activity was identified.

5/82 to 5/87 — **Director, GED and High School Program**
Cassata Learning Center — **Fort Worth, TX**

**Martha Casazza, of The Adler School, is a member of the Design Team that helped create the Charter Proposal and is on the school's Founding Board of Directors.*

Martha E. Casazza, Ed.D.
Vice President of Academic Affairs
The Adler School
17 North Dearborn
Chicago, Illinois 60602
312-662-4201
mcasazza@adler.edu

Leader and Professor in Higher Education

Access/Opportunity **Program Evaluation** **Communication** **Strategic Planning**

PROFESSIONAL EXPERIENCE

Vice President of Academic Affairs **2009-present**
The Adler School

- **Ensure and manage a culture of innovation, creativity and responsibility related to new academic initiatives and organizational structures.**
- **Oversee the recruitment and ongoing performance of all faculty, core and adjunct, to ensure that rigorous professional standards are upheld.**
- **Ensure that a support system is available for all students to facilitate their academic success.**
- **Oversee institutional research.**
- **Ensure excellence and innovation across all academic programs including policies, procedures and budgets for both the Chicago and Vancouver campuses.**
- **Participate on Leadership Team.**

Dean, College of Arts and Sciences **2002-2009**
National-Louis University

(In 2002, faculty morale was low and there was little sense of community or collaboration in the college. In addition, the relationship with the administration was an adversarial one. As dean, I facilitated change by prioritizing the following areas which reflect, in part, the AQIP criteria of the Higher Learning Commission.)

- **Engaged the college community in strategic planning.** Prior to 2002, there had been no systematic planning mechanism for the college. An inclusive team was invited by the faculty chair and the dean to review its mission, develop a five-year vision, strategic goals and set of action steps. From this framework, all units develop their own goals and measures of performance. The budget is shared with faculty and staff so they have a sense of connecting goals to budget. It has become a very transparent process and unit heads have been trained to regularly review their budgets and report variances each month.

*Barbara Castellan, of Gads Hill Center, is a member of the school's Founding Board of Directors.

Barbara Castellán

[redacted]
b.castellan@sbcglobal.net

CAREER OBJECTIVE
To facilitate a corporate vision of positive youth development and service, and to lead organizations to fulfillment of their vision in order to bring about a stronger community where all cultures are celebrated.

QUALIFICATIONS
Successful in leading and growing small to mid-size youth-serving nonprofit organizations by creating a common vision and developing systems through which it becomes focused and effective. My work has enabled these agencies to support additional programs while decreasing budget deficits and increasing efficiencies. Bilingual: Spanish/English.

PROFESSIONAL EXPERIENCE

1993-present Chief Executive Officer
Gads Hill Center, Chicago, Illinois

As leader of this 110 year-old family support organization (one of the original settlement houses), with a budget of $4 million, a volunteer network of 800+ and a staff of approximately 85 professional and paraprofessional workers, I am responsible for complete operations of multiple sites, programs, and services for all ages, infants through seniors. The Board of Directors is active, represents the communities we serve, and partners with as well as oversees the Center's management. We serve an ethnically diverse population of low-income working families. During my tenure, Gads Hill has been transformed from an underutilized drop-in center to a widely respected family resource organization operating from three sites. The agency has won many awards, including the coveted First Place Alford-Axelson Award for Nonprofit Managerial Excellence in 2005. I have helped our leadership and program staff to vision a number of award-winning programs, bringing experiential learning to thousands of children. Club Learn out-of-school-time program, Primero la Ciencia, Salsa, Sabor y Salud, EcoFamilia, the "Where In The World" Club and our Teen Connection college preparatory program are examples of innovative programming that creates excitement in young people, and the long-term positive community change of which we are so proud.

1985-1993 Associate Director/Interim Executive Director
Erie Neighborhood House, Chicago, Illinois

At this 125 year-old multi-social service organization with a $2.5 million budget, I was responsible for:

- Complete operation of agency (91-'92 sabbatical year of Executive Director)
- Overall direction of programs and special projects for the 8,500 children, teenagers, adults, seniors and disabled. Erie participants, primarily low-income Latino West Town/Humboldt Park residents.
- Development and implementation of the agency's first fund development department
- Coordination of volunteers (over 500 agency-wide), auxiliary board and various board committees
- Administration of facilities and operations – a 3 story, 55 year-old building, two lots, one off-site facility

During the sabbatical year, I served as Interim Executive Director with these accomplishments:

- Successful bid for $2.5 million building project
- Led a highly successful United Way triennial review, with 3 programs nominated for awards of excellence
- Implemented a successful cost-cutting plan while managing a significant increase in programs and attendant revenues, ending the year with a positive fund balance
- Led a successful campaign to strengthen and diversify the member composition of the Board of Directors
- Led the development of an in-house computer system, two distinct database systems, and staff training program, achieving the agency's first centralized intake system and first donor database.

My most important accomplishment at Erie was the successful application to the Child Care Facility Development Initiative of the Illinois Facilities Fund and Department of Children & Family Services. Erie House was one of seven agencies statewide selected for this ground-breaking venture, the results of which had national implications for the development of public/private funding streams to build child care facilities. Erie expanded to serve nearly 400 infants and children and their families with high quality early childhood education and care in a significantly under-served community.

1981-1985 Director

**Jaime de Leon, of Enlace Chicago, is a member of the school's Founding Board of Directors.*

Jaime de León [redacted]

Jaime de Leon has worked in a variety of capacities in community development, community organizing/ outreach, and project management for 14 years. Jaime is a dynamic, bilingual and bicultural leader that excels in various settings, and has a proven track record of success, specifically in the Latino community.

PROFESSIONAL EXPERIENCE

Enlace Chicago/Little Village Community Development Corporation **(06/2001-present)**
Director, New Communities Program
Responsible for administration of a comprehensive community development program which includes staff supervision, budgeting , managing programs and projects, and funding for the implementation of a 5-year quality of life plan for a predominantly Latino neighborhood that has resulted in;

- Managing grant requests from partnering organizations that resulted in approximately $750,000 in funding benefiting more than a dozen non-profits, coalitions and groups ,including capital improvements .
- Development of a new school-based health center in partnership with Alivio Medical Center at Little Village Lawndale High School
- Implementation of sports-based youth development programs including a summer traveling basketball program on different neighborhood blocks called B-ball on the Block
- Transformation of an empty church basement into a non –profit boxing gym and program
- Development of three "pocket parks" or community gardens throughout the community
- Coordination of several service days in partnership with Chicago Public Schools, De Paul University, and corporate sponsors
- Coordination and implementation of a small art grants initiative to support local artists and art groups that led to the development of a community-based art collaborative organization and an annual Arts Fest
- Coordinated cultural events for the community, such as the Latino Film Festival and Dia de Los Muertos at Little Village Lawndale High School and Manuel Perez Plaza
- Oversaw community organizing campaigns that advocated for additional green-space in the form of a new park for Little Village
- Development and monitoring of department's annual budget
- Grant writing to support existing programs and to implement new initiatives in collaboration with executive director and other department heads.

Education Organizer (2003-2006)
Responsible for leading the community's participation in an unprecedented planning and design process of Little Village Lawndale High School (LVLHS)

- Assisted in raising more than $600,000 to start and support education and other program areas within the organization
- Led efforts to raise 2 million dollars for small schools planning for the 4 small schools of LVLHS
- Led a facilities design process with community members and Chicago Public Schools architects that resulted in a state of the art $72 million dollar high school facility
- Led 4 design teams that developed 4 proposals for small schools inside of LVLHS that were all approved by the Chicago Board of Education.

Housing Resource Center Coordinator (2001-2003)

Alicia Gonzalez, of Chicago Run, is a member of the Founding Board of Directors.

ALICIA GONZALEZ

[redacted] alicia@chicagorun.org

EDUCATION

BROWN UNIVERSITY, PROVIDENCE, RHODE ISLAND

B.A. History/Latin American Studies, Magna Cum Laude, May 2000

PROFESSIONAL EXPERIENCE

2008 to Present **CHICAGO RUN,** CHICAGO, IL

Executive Director

- Implemented and managed start-up non-profit youth running programs in 12 Chicago Public Schools for 2,300 students now serving 50 schools and 12,000 participants
- Secured over $500k in grants and $300k in-kind donations through grant writing from foundations and corporations including Bank of America, Nike, Aetna, & Blue Cross, Blue Shield
- Executed three fundraisers with over 200 guests and secured over $70k in donations and sponsorships
- Directed 6 youth running events for 2,500 participants and 100 volunteers
- Oversee expansion and recruitment efforts for Board of Directors
- Create and manage organizational budget of $750k

2005 to 2008 **FIRST AMERICAN BANK,** CHICAGO, IL

Regional Business Development Manager/Hispanic Community Development Officer

- Developed new business partnerships with companies to generate new deposit relationships
- Managed business portfolio to expand retail and commercial opportunities for 13 branches
- Developed new business and community relationships concentrating on Latino market
- Oversaw donation requests and proposals for funding to expand CRA efforts

2003 to 2005 **LITTLE VILLAGE COMMUNITY DEVELOPMENT CORP.,** CHICAGO, IL

LOGAN SQUARE NEIGHBORHOOD ASSOCIATION, CHICAGO, IL

Local Initiatives Support Corporation - New Communities Program Coordinator

- Responsible for community organizing and outreach as part of a comprehensive planning process
- Assisted in development/implementation of a quality of life plan for target community
- Assisted in grant writing and obtaining over $50,000 in funds from local foundations

2000 to 2002 **HISPANIC OFFICE OF PLANNING & EVALUATION**, BOSTON, MASS

HOPE for Youth Mentoring & Tutoring Program Director

- Managed and oversaw participation of 30 children and 30 adult volunteer mentors/tutors
- Recruited, coordinated and trained volunteers for mentoring/tutoring program
- Prepared and delivered recruitment presentations at universities, community agencies, & schools
- Wrote grants and directed fundraising activities

PROFESSIONAL AFFILIATIONS

- Legacy Board , Enlace Chicago 2010 to Present
- Board of Directors Treasurer, Pros Arts Studio, 2005 to Present
- Chicago Area Chairperson, Brown Alumni Service Committee, 2004 to Present

AWARDS

- Leadership Greater Chicago, Class of 2011 Fellow
- Recipient of "35 Under 35 Leadership" Award from Community Renewal Society – 2009
- Recipient of "Emerging Health Leader" Award from Health & Medicine Policy Research Grp. - 2009

SKILLS

- Fluent in Spanish & Portuguese

**Alicia Ramirez, Principal of the Instituto Health Sciences Career Academy, is member of the Design Team that helped create the Charter proposal and is on school's Founding Board of Directors. She served as Dean of Student Affairs Charter until July 2011, spending a total of four years at the school.*

Alicia Ramirez

2755 Broadway ▪ Blue Island, IL 60406 ▪ 708-323-5759 ▪ a.ramirez@idpl.org

Professional Experience

Rudy Lozano Leadership Academy — **August 2007-Prese**

Dean of Student Affairs — December 2008 - Pres
Student Service Coordinator & Lead Counselor — November 2007- December2
Lead Counselor & Career and Academic Counselor — August 2007 – November 2

Key Contributions:

- Coordinate all student services under the ASCA National Model including: discipline, prevention and interventio and career academic services.
- Responsible for developing and aligning Wellness and College Prep curriculum to social emotional learning standards.
- Responsible for developing policy and procedures to ensure student rights for due process in attendance and discipline.
- Develop policy and procedures to establish a college going culture and increase post-secondary outcomes.
- Develop an effective system for collecting, utilizing and interpreting student data.
- Collaborate with parents and educators to assist students with educational and career planning.
- Implement developmentally appropriate and prevention-oriented group activities to meet student needs and sc goals through a three-tiered system (RTI) positive behavior intervention system.
- Lead a Restorative Justice Initiatives through peace circles, peer-mediation and peer jury.
- Supervise and evaluate guidance counseling staff.
- Develop and implement a family involvement model.
- Participate in the designing of a 5 year strategic plan and yearly school improvement plans.
- Assist principal in managing the day to day operations of the school including all compliance measures ie. emergency drills, health inspections, facilities checks, trainings, substitute teaching and crisis intervention.
- Responsible for the development of community partnerships that support our social emotional learning and post-secondary goals.
- Facilitate weekly team meetings to monitor school improvement plan with student services team.
- Facilitate quarterly accountability meetings to evaluate quarterly data on school outcomes such as: attendance, retention, graduation post-secondary goals.

CEDA Head Start

Family Service Specialist/Community Liaison — *August 2003 - August 200*

Responsible for providing family services through: advocacy, leadership development, community partnerships, and community education.

Education & Credentials

Masters Educational Leadership, Northeastern Illinois University — *August 201*

Type 75 Administrative Certification — *September 2(*

Bachelor of Arts in Sociology University of Texas at San Antonio — *August 19*

Community Involvement

- Gamaliel (SSAC co-chaiar South Suburban Education Task Force) — April 2009- Present
- Pioneer Clubs Co-Coordinator — March 2007-Present
- CASA Blue Island Board of Director — Jan 2004-Jan 200
- Blue Island Chamber of Commerce Board of Director Community Liaison — December 2005-December 2006

**Dr. Holly Stadler, of Roosevelt University, is a member of the Design Team that helped create the Charter proposal and is on the school's Founding Board of Directors.*

Holly A. Stadler, Dean

College of Education
Roosevelt University

❖ Office 430 S. Michigan Ave Chicago, IL 60605 312.853.4780 hstadler@roosevelt.edu

❖ Residence 3161 N. Halsted Street Unit 401 Chicago, IL 60657 312.576.0819

❖ Academic Background

Ph.D. Purdue University	Counselor Education, Counseling and Student Personnel Services
M.S. Purdue University	Counseling and Student Services
B.S. Purdue University	Psychology (With Honors)

❖ Experience Summary

Higher Education Administration

Dean College of Education, Roosevelt University
Fellow American Council on Education,
University System of Maryland
Department Head, Special Assistant to Director of Space Planning and Space Management, Director Center for Service Learning, Auburn University
Division Chair, Missouri-Kansas City
Program Coordinator, University of Wisconsin-Oshkosh

Scholarship

Cultural Competence
Ethics Education and Decision Making
Multicultural Counselor Education
Social and Institutional Change
Human Rights
Service Learning
Racial Identity
Health Care Ethics
Social Justice

Consulting

International- Curriculum

Teaching

Teacher Education-Diversity Issues

**Mario Moreno is a member of the Founding Board of Dircectors.*

VITA

MARIO E. MORENO
7106 Pleasantdale Dr. Countryside, IL 60525
E-mail: morenode@sbcglobal.net
Phone (217) 417-1813,

SUMMARY OF QUALIFICATIONS

- Thorough understanding of higher education settings with more than twenty five years of experience working as associate professor, program director, counselor, dean of students, acting dean of instruction and associate vice president.
- Extensive experience in coordinating academic programs; supervising the life cycle of continuing and new students; creating and executing successful faculty development programs, enrollment plans and leading assessment in coordination with the office of Institutional Research.
- Strongly skilled at building and managing budgets.
- Enthusiast in working in intensive team-oriented environments.
- Able to explain information clearly, recognize excellence in individuals and inspire team members to achieve their potential while working toward common goals.
- Experienced at using many commercial software and institutional databases.
- Excellent at building rapport with interdepartmental constituencies.

EDUCATIONAL BACKGROUD

A.B.D. Educational Organizational & Leadership Program, Higher Education, University of Illinois at Urbana-Champaign (UIUC), Urbana, IL.

M.S. Accountancy, UIUC, Urbana, IL, May 1998.

M.S. Management, ITESM Campus Monterrey, Monterrey, NL, December 1989.

M.S. 36 Credit Units toward M.S. in Information System Management, ITESM Campus Monterrey, Monterey, NL, 1991-1994.

B.A. Accounting, ITESM Campus Monterrey, Monterrey, NL, December 1984.

RELEVANT ACADEMIC BACKGROUND

Position	*University/College/Organization*	*Dates*
President	MORZEP Consulting, LLC.	2006 - Present
Adjunct Faculty Member	William Rainey Harper College	Fall 2011-Present
Director of Title V	Texas A&M International University- Laredo, TX.	July/2008-Jan 2011
Adjunct Faculty Member	Texas A&M International University-Laredo, TX	Fall 2010
Adjunct Faculty Member	Northeastern Illinois University – Chicago, IL.	Spring, 2007
Associate Dean of Instruction (Part-time)	CCC-Olive Harvey College	Jul/2005-Apr/2006
Hourly Administrator	CCC-Richard Daley College-WSTI	Jun/2005-Jul/2005
Interim Dean of Instruction	Morton College – Cicero, IL.	Jul/2004-Jun/2005
Associate VP	Morton College – Cicero, IL.	Oct/2003-Jun/2005
Graduate Counselor	University of Illinois Urbana-Champaign, IL.	Jul/2001-Oct/2003

ATTACHMENT 11

**Cynthia Nambo is the Principal of the Rudy Lozano Leadership Academy. She is a member of the design team theat created this Charter proposal and will play a central roll in overseing implentation of all policies and future development of each IJLA campus.*

Cynthia C. Nambo

2047 W. 19th Street, Chicago, Illinois
ccnambo@cps.k12.il.us
(312) 371-1077

Qualifications

- Strategic Planning
  -Mission & Vision Driven
- Authentic Assessment
- Social Justice Curriculum Development
- Asset-Based Supervision
- Grant Writing
- Professional Developer
  -Critical Friends Protocols
  -National Reform Faculty Facilitator
- Cross Cultural Coalition
- Strategic Partnership Development

Certification

Type 75 – General Administration

Type 03 - Elementary K-9

Type 29 - Transitional Bilingual

Education

Northeastern Illinois University
Master of Arts
General Administration
August 2008

Columbia College
Master of Arts
Urban Teaching
August 6, 2005
Bilingual education and urban education.

University of Illinois at Urbana-Champaign
Bachelors of Science:
Psychology
1994

Transformative Leadership Experience

Principal
Aug 2011

Rudy Lozano Leadership Academy @ Instituto del Progreso Latino High School

Instructional Coach

Area 21 at Chicago Public Schools
-Leading Area 21's Instructional Framework at Von Steuben, TEAM Englewood, Hancock, and Manley High Schools
-Leading observation cycles with 16 teachers
-Facilitate Professional Development or School-wide Initiatives i.e. Area-Wide English and Reading Foci; Math Interim Assessment; Critical Thinking; Attendance; Grading Best Practice; and other priorities
-Collaborate with administrators on supporting teacher development

Assistant Principal
June 2009 to 2010

Greater Lawndale High School for Social Justice (350 Students)
-Supervised Bilingual Teacher
-Lead the NLNS Data Driven Instruction
-Lead observation cycles with 20 teachers
-Lead the Operational Leadership Team
-Transformed the Academic & Essential 7 Awards.
-Designed the Junior Triumph Plan: Juniors On-Track & PSAE plan
-Supervision of the Student Support Team

-Designed an efficient system to coordinate substitutes & ensure safety
-Co-Designed Technology Plan & Support Structures
-Lead the Math & Science Departments
-Lead Dept. Chairs to lead effective meetings & curriculum alignment

Consultant and Supervisor
August 2008 to 2009

Illinois College, College of Education, Latino Focused Cert. Prog.
-Led strategic planning with faculty on Social Justice Pillar
-Supervising Type 9 candidates in Social Justice Curriculum Design

Instructional Assistant Professor
September 2005 to 2009

Illinois State University, Professional Development Schools in Little Village. Taught Science Methods.

Professional Developer
November 2005 to 2008

Rudy Lozano Leadership Academy High School (RLLA)
Team Development in Equity; Social Justice Assessment and Curriculum Develop

Program Designer & Grant Writer
April 2004 to August 2008

Enlace (formerly LVCDC)
-Partnership for College Access and Success Program
-Community Schools Department

Strategic Coordinator
December 2006 to 2008

Collaborative for Equity and Justice in Education (CEJE)
College of Education, University of Illinois at Chicago (UIC)
-Professional development

Longest Serving Member
January 2003 to 2008

Education Team, The Resurrection Project (TRP)
A $5.5 million project to construct a community-based dorm for residents of Pilsen, Little Village & Back of the Yards.

National Co-Facilitator
December 2007

National School Reform Faculty
Trained district leaders, teachers and principals from various states on Critical Friends Protocols.

Race Discussion Facilitator
October 2007

Annual Martin Luther King Jr. & Cesar Chavez Luncheon
National Museum of Mexican Art & the Du Sable Museum. Facilitated discussion on Mexican & African American perspectives on immigration.

Founder and Director
Nov 2000-2006

Escritoras de la 47
A girl's youth group located in the Back of the Yards Community

Project Director
July 2002 to July 2005

Little Village Lawndale High School Planning Initiative (LVLHS)
Lead the planning of 4 small high schools opened in Sept 2005

- Community Leadership & Oversight Development
- Strategic Partnership Development
- Strategic Fundraising Development- Leveraged $2.2 Million
- Designed Request For Proposal (RFP) Process
- Design Team Development and Support via Praxis Institutes

Work Experience

Aug 2001 to 2007	*Big Picture High School, Back of the Yards,* **Professional Developer**: Critical Friends, a prof. learning community model.
Feb 2003 to 2006	*National Council of La Raza (NCLR),* Early College High School Network **Coach:** Critical Friends, a professional learning community model. **Facilitator & Co-Designer:** National Literacy Conference in Washington D.C.
Nov 2006	*Grow Your Own Program*, Little Village Community Development Corporation (LVCDC) and Illinois State University (ISU), **Instructor**
July 2006 to Aug 2006	*Latino Youth Alternative High School,* **Professional Developer**
Sept to Dec 2005	*Monmouth College*, **College Supervisor**
May 2003 to July 2003	*Little Village High School Initiative, Little Village Community Development Corporation (LVCDC),* **Consultant:** Developed, wrote, coordinated planning and awarded a grant of $400K from National Council of La Raza to develop an Early College High School.
Dec 2002 to Oct 2003	*Chicago State University, College of Education, Bilingual Program* **Instructor & Coordinator:** Supervised pre-service bilingual teachers
June 2001 to July 2003	*Small Schools Workshop*, University of Illinois at Chicago **Consultant:** Advised districts and schools in California, Wisconsin, New York, Michigan, and Florida on implementing small learning communities.
Aug1993 to June 1995	*Latino Youth Incorporated,* **Lead Counselor,** Served as Executive Director when ED was not available due to business outside the agency. Supervised day-to-day operation of crisis and counseling unit and developed quality and productivity systems.
June 2001 to Aug 2001	*Field Museum of Natural History, Chocolate Exhibit,* **Curriculum Developer**
Aug 2000 to Aug 2001	*Young Women's Leadership Charter School at Chicago,* **6th grade Science Teacher & Cluster Leader**
Aug 1995 to July 2000	*James Hedges Elementary School,* **6th grade Bilingual Lang Arts & Science Teacher; 3rd grade Bilingual Teacher; In-Service Provider**
Aug 1993 to Aug 1995	*Latino Youth, Inc,* **Lead Counselor**

INSTITUTO

Instituto Justice and Leadership Academy

Job Description

HIGH SCHOOL PRINCIPAL

REPORTS TO: IJLA Board of Directors

PRIMARY FUNCTION: To provide effective instructional leadership for and manage those activities that contribute to the effectiveness of the total educational program.

ESSENTIAL FUNCTIONS:

1. The Principal exhibits and utilizes professional knowledge in an effective manner.
The Principal will:
Assist in the selection and assignment of high school personnel based on knowledge of ability, qualifications, past performance and high school needs.
Demonstrate a knowledge of District and high school curriculum.
Lead curriculum development activities providing opportunities and encouragement for increased staff program expertise and involvement.
Implement the District approved curricular scope and sequence in the high school setting.
Administer systematic and effective methods of objectively monitoring student progress.
Utilize test results in analyzing program effectiveness and identifying areas needing improvement.
Demonstrate continued personal growth through participation in professional activities and organizations.
Evaluate progress toward instructional goals and objectives and make needed adjustments.
Provide leadership in identifying and solving issues and problems facing the profession.
2. The Principal utilizes effective strategies and activities in the performance of job responsibilities.
The Principal will:
Effectively supervise the instructional performance of the professional staff through frequent and ongoing observation and evaluation.
Provide assistance to the professional staff in developing effective classroom management and discipline techniques.
Act as a role model for expected staff behavior by demonstrating leadership, management, and instructional skills.
Implement an effective orientation program for newly assigned personnel.
Demonstrate prudent risk taking and vision in the interest of school improvement.
Administer school budget(s) in accordance with system regulations and board policies and legal requirements.
Establish and clearly communicate building priorities and long range goals.
Implement a fair, consistent, and effective program of teacher evaluation.

3. The Principal effectively plans and prepares for job responsibilities.
The Principal will:
Develop and implement administrative procedures consistent with federal law, state school law, state board of education and local school board policy.
Make decisions in consideration of alternatives, consequences, and applicable research.
Promote the incorporation of community resources into the high school program.
Provide for the maintenance of accurate and current personnel, student, and fiscal records.
Develop and implement administrative procedures consistent with federal law, state school law, state board of education and local school board policy.
Establish and/or maintain safety and security arrangements for school plant facilities and equipment.

Supervise health, guidance, and attendance services to insure the humane treatment of all students.

Supervise the preparation of accurate budgets and effectively monitor expenditures.

Ensure the accurate and efficient preparation of required district reports and requisitions.

Monitor and audit student activity accounts.

4. The Principal exhibits effective human relation skills within the educational environment.
The Principal will:

Develop and maintain a positive staff morale.

Personally interact with parent groups to promote positive school-community relations.

Encourage parent visits and involvement in school activities.

Provide appropriate orientation and induction programs for teachers and staff members.

Demonstrate fair and equitable treatment of all teachers, staff, and students.

5. The Principal effectively interacts with students.
The Principal will:

Establish high expectations for student achievement that are directly communicated to students.

Maintain adequate student discipline through the implementation of a fair and effective discipline code.

Provide an adequate supervision and acceptable student behavior at all high school sanctioned or sponsored activities.

Encourage and allow students and student organizations to give meaningful and appropriate input to the operation of the school.

Demonstrate an understanding of adolescent students.

6. The Principal effectively communicates with others.
The Principal will:

Define articulate and promote the internalization of a high school philosophy.

Implement an effective method of reporting student progress.

Communicate effectively both orally and in writing with various elements of the school community.

Effectively communicate and support management team decisions and school board policies.

Provide for systematic, two-way communication with teachers, staff and the community.

7. The Principal manages time effectively.
The Principal will:

Ensure the student and teacher schedules are developed which promote school objectives and minimize conflict.

Establish clear rules and expectations for the use of time allocated to instruction.

Complete assigned tasks on time.

8. Other Responsibilities:
The Principal will:

Supervise the administration of the interscholastic athletic program according to I.H.S.A.A. regulations.

Perform such other tasks and assume such other responsibilities as the Superintendent may assign from time to time.

Maintain regular attendance.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: Broad knowledge of the principles and practices of school administration and of current educational trends in curriculum and instruction; comprehensive knowledge of the methods, materials, procedures, and practices of the specialties assigned to the office; ability to establish and maintain effective working relationships with staff and citizens; ability to manage fiscal, physical, and human resources to successfully carry out the function and programs of the office; ability to communicate effectively, both orally and in writing.

Valid Indiana state certification in school administration; a master's degree in education or school administration (Ed.S., Ed.D. or Ph.D. degree preferred); a minimum of seven years of progressively more responsible experience in teaching, related education specialty, supervision or administration; or equivalent education and experience.

Language Skills: Ability to read, write and interpret documents such as curriculum guides, budgets, test results, labor contracts, grant applications, statutes and policies. Ability to understand and generate written memorandums, employee evaluations, and correspondence with business and public contacts. Ability to write routine reports and correspondence. Ability to speak effectively to individuals and groups.

Mathematical Skills: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to apply ratio, percent, probability and estimation concepts. Possess an understanding of, and the ability to interpret for others, statistical information.

Reasoning Ability: Ability to apply common sense understanding to potentially technical situations. Ability to establish priority ordering of tasks necessary to complete a project and convey these understandings and priorities to others. Ability to employ logical sequencing, trouble-shooting, problem-solving and decision-making skills.

Other Skills and Abilities: Must have a working knowledge of computers and their capabilities. Must have a valid driver's license.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, to stand, to walk, to go up and down stairs, to operate foot and hand controls, to use a telephone and to write. Occasionally the employee must lift and/or move up to twenty (20) or more pounds. This position requires accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information.

Terms of Employment: Salary based on Principals' salary schedule; 227 days.

ATTACHMENT 12

INSTITUTO DEL PROGRESO LATINO
Rudy Lozano Leadership Academy
Job Description

Position: Assistant Principal

Description

The Rudy Lozano Leadership Academy is now accepting applications for a full-time Assistant Principal to provide support to the Principal in fulfilling chief responsibilities of promoting the educational well being of each student in the school and to provide leadership developing and managing a growing school structure.

We are looking for qualified and enthusiastic candidates, ready to work hard at delivering our innovative and demanding curriculum to successfully prepare the leaders of tomorrow.

Qualifications/Requirements

- Masters Degree in Education or related field required.
- Bilingual/Spanish preferred.
- The Assistant Principal should carry a type 75 certification.
- At least three (3) years of relevant High School leadership role required.
- A proven track record of success in leading academic achievement in urban schools.
- Past accomplishments must be transferable to the essential functions listed above.
- Ability to demonstrate superior knowledge of budgeting, and finance, and ability to manage multiple priorities within tight timeframes.
- Experience with personnel management, performance management, complex problem solving and fundraising.
- Knowledge of databases like Power School and IMPACT.
- Excellent verbal and written communication skills.
- Excellent analytical and organizational skills.
- Excellent people and leadership skills, with an ability to coach, motivate and develop.
- Collaborative, team player with superior interpersonal skills.
- A positive force in encouraging entrepreneurial thinking and creating dynamic work environments.
- The Assistant Principal should be able to demonstrate cultural sensitivity

Performance Responsibilities

•Act as an instructional leader and supervises the academic program of the high school, together with the Principal.
•Responsible for scheduling purchase of textbooks and supplies.
•Prepares and administers the budgets as designated by the Principal.
•Assigns, supervises, evaluates, and coordinates teachers.
•Coordinates building operations support services.
•Cooperates in conducting safety inspections and drills.
•Provides supervision in reporting and monitoring student attendance.
•Supports parent, faculty, and student groups in advancing educational and related activities and objectives.
•Attends interscholastic events and co-curricular programs as designated by the Principal.
•Maintains communication with parents and community agencies.
•Submits reports and studies as requested by the Principal.
•Evaluates Dean of Students, social worker(s), counselors and teachers as assigned by the Principal.
•Supports student recruitment initiatives.
•Oversees student discipline.
•Oversees health and safety matters.
•Performs such other duties and assumes such other responsibilities as the Principal may assign.
•Assist in building a school culture that evidences high expectations for courtesy, respect, compassion and an intellectually-engaged environment for both students and adults.
•Oversee extra-curricular activities, Saturday School and after school programs.
Working Conditions

Working conditions are normal for a school environment. Work may require occasional weekend and/or evening work.

Salary

Salary is competitive and commensurate with experience.

Applications will be accepted until the position is filled.

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INSTITUTO

Position Description

Position Title: Business Manager

Rudy Lozano Leaership Academy is currently looking for a full-time Business and Office Manager who can support the Principal and staff daily in ensuring the smooth operation of the school and office. The Business and Office Manager will be directly supervised by the Principal and will be expected to perform many duties while the Principal is absent from the office. The Business and Office Manager will maintain frequent contact with the management organization, parents, students, instructors, visitors and community members. Grade 9-12

Essential Functions

Duties and Responsibilities

The Business and Office Manager will perform a wide variety of confidential clerical work, compliance matters and other operational tasks as requested. The Business and Office Manager will also perform public relation tasks such as being the first contact for parents and visitors to the school.

In addition, the Business and Office Manager would be responsible for the following:

Acting as secretary to the Principal

Assisting students and parents as needed (i.e. admit returning students to classes, supervise students referred to the office, registering and transferring students)

Leading the admissions team and ensuring that all regulations are followed (maintain student waitlist and applications, execute all of the admissions criteria, supervise lottery, etc.)

Registering and transferring students

Maintaining and updating student records and data base information including student attendance (i.e. IMPACT and Powerschool)

Completing enrollment and update all forms (i.e. Emergency Contact forms)

Submit employee attendance records to Principal

Acting as a receptionist – answering the phone, delivering messages, making appointments, transmitting confidential information, greeting all visitors

Giving information regarding schools matters to parents, staff, etc. face to face and by telephone

Prioritizing tasks and following-through on on-going projects

Typing letters, memos, reports and other materials as needed such as flyers, parent letters, etc.
Transmitting Financial, IT and HR related information to the management organization

Reviewing financial information monthly

Overseeing day-to-day- operations of the charter school

Ordering and receiving supplies for the office and school (i.e. distribute and log office supplies, complete and follow the Purchase Order Process for ordering items)

Arranging for maintenance and ordering of supplies for office equipment (i.e. copier, fax machine, printers, etc.)

Establishing and maintaining detailed filing system (i.e. file all student documents such as report cards, absentee notes, test scores, etc.)

Supervising volunteers as needed

Representing the school and Principal to the public at designated functions (i.e. parent workshops and orientations)

Ensuring that the school is in compliance and meets all deadlines, requirements, etc.

Administering basic first aid to students and contacting parents in case of emergency

Following all school policies (i.e. policy regarding medication administration)

Adhering strictly to the policy of maintaining confidentiality (i.e. responsible for the maintenance, care security and integrity of student records)

Explaining rules and regulations to students, instructors and parents and giving out new information as needed

Performing any other responsibilities as assigned by Principal

The Business and Office Manager will not be expected to make any policy decisions of the school without the direct knowledge and approval of the Principal. However, the Business and Office Manager will required to take the initiative in organizing the school office and assisting the Principal as needed to ensure the smooth operation of the school.

ADDITIONAL RESPONSIBILITIES

Organization

The Business and Office Manager meets professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, coordinating and performs other duties and responsibilities as assigned by the supervisor. Demonstrates a sense of responsibility

Collaboration
The Business and Office Manager collaborates with peers to enhance the instructional environment. The Business and Office Manager establishes and maintains cooperative working relationships with students, parents, and schools. Seek and participate in continuing professional development and other school functions, and in-service training sessions. Attend and participate in faculty and administrative meetings, parent conferences, open houses. Take responsibility for some activity which adds value to the school community. Collaborate with all school staff to ensure the school's website reflects the activities taking place in the school. Supports school regulations and policies. Participate in learning community activities.

Content Knowledge
The Business and Office Manager demonstrates strong knowledge of their responsibilities and a continuing interest in their profession.

Planning
All work responsibilities are subject to having performance goals and/or targets established as part of the annual performance planning process or as the result of organizational planning.

Adheres to the Principles of Professional Practices and Code of Ethics

Demonstrates student centered interaction

Demonstrates implementation of School Improvement Plan's goals

Regularly share expertise with learning community

Assist in monitoring Professional Development Plans

Perform such other duties as the principal or supervisor may assign

Qualifications/Requirements:

An ideal candidate is someone who is familiar with many software programs, filing systems, data bases and word processing programs. He or she should have receptionist experience including good phone etiquette and writing/ typing skills. He or she should have experience working with standard office equipment as well.

Specifically, the following skills and abilities are required:

- Skills in computers including software (such as Excel), databases (such as Powerschool) and word processing (such as Microsoft Word)
- Ability to plan, prioritize and organize work
- Ability to perform responsible, accurate and timely clerical work
- Ability to understand and carry out oral and written directions
- Ability to understand and prepare reports
- Ability to understand and follow financial reporting and compliance requirements
- Type at least 40-50 WPM
- Establish and maintain cooperative working relationships
- Ability to communicate accurately, courteously and effectively - orally and in writing - to different audiences (especially under busy or difficult situations)

KNOWLEDGE AND SKILL REQUIREMENTS

1. A high level of self awareness
2. Ability to work with a team
3. Experience as an office manager or receptionist preferred. Evidence of skills sufficient to perform the duties described.

WORKING CONDITIONS

Working conditions are normal for a school environment. Work may require occasional weekend and/or evening work.

Supervisory:

1. Position reports directly to the Principal
2. Business and Office Manager supervises the daily schedule and routine of the Maintenance Worker and assigns special projects as required

Salary:

Salary commensurate with experience

Applications accepted until the position is filled.

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INSTITUTO

Instituto del Progreso Latino

"Empowering Today's Youth"

Position Title: Registrar

JOB DESCRIPTION

Under supervision of the Principal, the High School Registrar is to accumulate, prepare, and maintain detailed accurate daily, monthly, and quarterly attendance reports in accordance with requirements prescribed by the auditors and district office; and to perform a variety of complex and difficult duties pertaining to the establishment, maintenance and monitoring of the permanent school records of students

TYPICAL DUTIES

Primary Responsibilities:

- Maintain all attendance records via PowerSchool, IMPACT, SRS and prepares accurate daily attendance reports to Principal and Dean of Students
- Provide enrollment verification letter for students
- Provide technical services and installation for Powerschool for teachers
- Input master schedule into Powerschool
- Maintain school bell system
- Input lunch forms in school databases. Provide lunch schedule updates to Lunch staff
- Prepare monthly summary reports, and food services reports to YCCS, ASN and the Principal
- Oversee the organization, filing, maintenance and security of all student records: transcripts, reports cards, and all student information
- Prepares all enrollment and withdrawal documents and activities in SRS, IMPACT and Powerschool including graduation documentation

- Performs routine collecting of student demographic statistics
- Provides support to the Special Education teacher, Psychologist and Social Worker
- Communicates effectively with students, staff and the public
- Functions well in a busy office environment
- Performs other related duties as assigned or needed

MINIMUM QUALIFICATIONS

- Commitment to Alternative Education and Social Justice
- Knowledge of and familiarity with Latino communities
- Ability to communicate well, orally and in writing
- Computer literate
- Work well in teams
- Strong relationship building skills with youth
- Enjoy working with young people
- Demonstrates strong organizational skills

Salary and benefits:
Salary commensurate with experience
Health, dental, life insurance and 403(b) savings plan

Supervisory:
Reports directly to the Principal

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INSTITUTO

Rudy Lozano Leadership Academy

"Empowering Today's Youth"

Position Title: Recruiter

SUMMARY: Under supervision of the Principal, the Recruiter is responsible for all aspects of the school's recruitment and interaction with potential and new students. This includes student enrollment and assistance with registration and the maintenance of the school's database with all students' personal, medical, enrollment, and billing information. The Recruiter will assure the smooth and efficient operation of the school by maintaining student records in databases such as Powerschool and SRS, maintain student cumulative files, and provide accurate information to all staff regarding student records, parent and contact information.

Primary Responsibilities:

- Manage all student and parent enrollment inquiries and school registration. This includes managing all intake paperwork, all placement exams, student fees, recruitment and new student supplies such as student planners, locker assignments and shirts.
- Provide assistance to students, staff, parents, coaches, and community members in school related questions and activities
- Provide up-to-date enrollment figures for registration.
- Enter and maintain student records in the school databases: PowerSchool and SRS including demographic data such as….
- Update databases with new enrollment/emergency form information for each student
- Oversees all accountability matters for Youth Connections Charter Schools. This includes immunizations, annual audits, personnel records and other compliance matters
- Oversees and monitors the school's student information system software (i.e., student attendance, records, transcripts, schedules, test scores)
- Participates in faculty meetings to organize special events for students.
- Coordinates all standardized testing efforts: TABE, PSAE, EPAS, ELL
- Composes a monthly parent bulletin for the purpose of communicating information about upcoming events and school highlights.
- Maintains the school petty cash system and submit receipts of all petty cash transactions in a timely fashion.
- Coordinate and maintain the school substitute roster
- Assist counselors with orientation of all new students and parents.
- Assist the Principal with any and all clerical needs including petty cash and check requests

MINIMUM QUALIFICATIONS

- Commitment to Alternative Education and Social Justice
- Knowledge of and familiarity with Latino communities
- Ability to communicate well, orally and in writing
- Computer literate
- Work well in teams
- Strong relationship building skills with youth
- Enjoy working with young people

Salary and benefits:

Salary commensurate with experience
Health, dental, life insurance and 403(b) savings plan

Supervisory:

Reports directly to the Principal

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INSTITUTO DEL PROGRESO LATINO
Rudy Lozano Leadership Academy
Job Description

Position Title: Dean of Students

The Dean of Students is responsible for fostering a climate of respect at Rudy Lozano Leadership Academy (RLLA) that is conducive to the proper growth and development of each RLLA student. He/she will help lead the school disciplinary system by actively working with the Manager of Youth Programs and Leadership Development, RLLA Staff, students, and parents. The Dean will be expected to develop effective systems and processes that will generate an 80% average attendance rate and appropriate behavior in a safe and orderly school atmosphere. He/she will cultivate a restorative justice philosophy reviewing and managing daily attendance and behavior for each student. Under direction of the Manager of Youth Programs and Leadership Development, the Dean will assist in meeting the following essential roles and responsibilities.

Primary Responsibilities:

- Assist in providing leadership to all students, parents, staff, teachers, and administration in promoting the academic, civic, cultural, personal, and social growth of students in a structured manner that is consistent with the school mission
- Assist in developing a school wide restorative justice philosophy and implementation plan
- Work with the Student Services Committee (SSC) in developing strategic, systematic approaches for addressing both dropout prevention and dropout recovery for our student population in respect to attendance, discipline and school safety
- Monitor school attendance and coordinate effective systems to reduce excessive absences
- Monitor, investigate and follow up on all violations of school rules, student behavioral reports /concerns from other staff members and ensure consistency of the school discipline code
- Prepare monthly attendance and discipline reports for the Student Services Committee to effectively address student and school needs.
- Attend attendance and disciplinary conferences with students and/or parents, when necessary and ensure due process is followed
- Lead the planning, developing and implementing of individual student behavior plans and attendance improvement plans based on a restorative justice philosophy
- Maintain accurate student discipline and attendance records, documenting all conferences, suspensions and phone calls concerning any and all student issues
- Provide case management support systems for students on a weekly basis

- Follow up on suspensions and other disciplinary actions for student issues aligned with due process-Work with the SSC and registrar for withdrawals, dismissals and enrollments. Coordinate alternative education placement for students when appropriate

- Assist in monitoring and prevention of behavioral crises

- Provide conflict resolution and dispute mediation sessions with students and parents

- Assist in the coordination in the development of substance abuse/gang prevention and any and all intervention programs needed to promote positive student behavior and school culture

- Publish, and distribute the Student Handbook annually.

- Council students and parents about school and district policies

- Represent the school for student issues in court cases

- Carry out home visits when necessary according to due process

- Lead a Parent/Community Advisory Council that will bring educational awareness to our parents and other community members of our school mission, post secondary efforts and other parent volunteer initiatives

- Create and distribute a regular parent bulletin that will keep parents abreast of school activities

- Other duties as assigned

MINIMUM QUALIFICATIONS

- Commitment to Alternative Education and Social Justice
- Strong knowledge of and familiarity with urban communities
- Ability to communicate well, orally and in writing
- Computer literate
- Be able to work well in teams
- Strong relationship building skills with youth
- Have a passion for working with young people
- Bachelor's Degree in Education or equivalent
- Bilingual preferred but not a pre-requisite (English/Spanish)

Salary and benefits:
Salary commensurate with experience
Health, dental, life insurance and 403(b) savings plan

Applications accepted until the position is filled

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Please send cover letter and resume to

Principal
2570 S. Blue Island Avenue, Chicago, IL 60608
Phone: 773-927-7712
Fax: 773-927-7284
Email: Miguel@idpl.org

INSTITUTO DEL PROGRESO LATINO
Rudy Lozano Leadership Academy
Job Description

Position Title: Case Manager

This position is newly created. The person in this position will be responsible for assessing child and family social and emotional needs, making appropriate referrals, participating in screening, counseling the most at-risk children and families, and providing parent education.

MINIMUM QUALIFICATIONS

- Commitment to Alternative Education and Social Justice
- Strong knowledge of and familiarity with urban communities
- Ability to communicate well, orally and in writing
- Computer literate
- Be able to work well in teams
- Strong relationship building skills with youth
- Have a passion for working with young people
- Bachelor's Degree in Education or equivalent
- Bilingual preferred but not a pre-requisite (English/Spanish)
- Masters degree in social work required.
- Type 73 School Personnel Certificate - Social Work preferred, but not required.

Salary and benefits:
Salary commensurate with experience
Health, dental, life insurance and 403(b) savings plan

Applications accepted until the position is filled

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Please send cover letter and resume to

Principal
2570 S. Blue Island Avenue, Chicago, IL 60608
Phone: 773-927-7712
Fax: 773-927-7284
Email: Miguel@idpl.org

Karina Gomez is the Registrar at RLLA.

[redacted]

KARINA GOMEZ

EDUCATION

2004-2004 — Malcolm X College — Chicago, IL
Business Development
Certificate Received (June 2004)

2003-2004 — West Side Technical Institute — Chicago, IL
Business Office Technology
- Microsoft Word, Excel, Access, Publisher, Power Point
- Business Office Procedures

Certificate Received (July 2004)

2003-2003 — Universidad Nacional Autónoma de México/ Illinois Humanities Council/UIC — Chicago, IL
Humanities Course
- Philosophy and Literature

Diploma Received (December 2003)

2003-2003 — Richard J. Daley Collage — Chicago, IL
General Education Development Course
GED Diploma Received (April 2003)

2001-2003 — West Side Technical Institute — Chicago, IL
English as a Second Language Course
Completed Six Levels

WORK EXPERIENCE

2004-2004 — Chicago Silk Flowers — Chicago, IL
Florist Designer

2001-2002 — Dollar and Up — Chicago, IL
Cashier

1998-1999 — Muebles Delsa — Chihuahua, México
Receptionist

1997-1998 — Terracotta — Chihuahua, México
Ceramic Workshop Teacher

VOLUNTEER EXPERIENCE

2003-2004 — Gads Hill Center — Chicago, IL
Home Start Clerical Assistant
- Data Entry, Organize Enrollment Files
- Create Fliers, and Calendars
- Improvement of Form Formatting
- Assist with Program Events
- Create and Paint Murals

AWARDS RECEIVED

2003-2004 — West Side Technical Institute — Chicago, IL
U.S. Open Borders Debate
First Place

TECHNICAL SKILLS: Microsoft Word, Excel, Access, Power Point, and Publisher

SPECIAL SKILLS: Bilingual (English and Spanish)

REFERENCES: Will be provided upon request

*Alex Lopez is the Recruiter at RLLA.

Alexander C Lopez
6633 S Knox,
Chicago, Il 60629
(773) 391-7306
alopez19@uic.edu

Education

Bachelor's Degree in Liberal Arts and Sciences — Expected June 2007
University of Illionois at Chicago
- Major in Mathematics and a Minor in Computer Science

Associate's Degree in Liberal Arts and Sciences
- General Studies — May 2004

Experience

Instituto del Progreso Latino — 04/05 – Present
Youth Coach (Paths of Hope)

- Responsible for evaluating and assaying all new participants. Create, maintain and update confidential participant files. Monitor and communicate participants progress with staff members. Identify sources to recruit for the program. Assist employment specialist in placement and retention of the participant.

Instituto del Progreso Latino — 06/05 – 04/06
Americorp Volunteer

- As an Americorp volunteer my responsibilities include providing support to Instituto's Youth Development staff. Specifically, I lend support to staff of the Esperanza Trabajando program in the form of tutoring youth in mathematics in preparation for the GED examination. In addition, I've helped to organize a workshop on sex education awareness and directed youth in filling out applications for employment and financial aid for college.

Raquel's Cellular Technologies — 02/03 – Present
Co-Owner

- As the Co-Owner of a business, I regularly performed bookkeeping procedures to balance business finances, built and maintained strong relationships with product purchasers and vendors as well as delivered excellent customer service to clients.

Circuit City — 02/00 – 08/02
Sales Specialist

- As a Sales Specialist I made sales of audio equipment to customers, met customer's needs by finding what product they were looking for in particular and maintained adequate inventory of popular products.

Best Buy — 09/98 – 01/00
Sales Specialist

- As a Sales Specialist for Best Buy I was responsible for ensuring sufficient products were available for consumers, learned what accessories accompanied products to sell more product. The highlight of my experience with Best Buy is marked with being number one in the region for making the most sales for four consecutive months.

Associacion Pro Obrero 05/94 – 09/94
Summer Program Intern

- As a Summer Program Intern I helped to restore buildings and clean up streets in the Pilsen community. I also performed administrative tasks such as filing, faxing and handling calls and taking messages.

Skills

I am fluent in both English and Spanish. I am very familiar with Microsoft Word, Excel, Publisher, PowerPoint and advanced computer programming software. I am also very good at multi-tasking and an excellent problem-solver.

Activities

Latin American Student Organization 01/02 – 01/03

- As a member of the Latin American Student Organization I helped fundraise, organize events for the student body of Daley Community College and tutored youth from a not-for-profit organization called Latino Youth.

Kasia Sanchez is the Dean of Students.

[redacted]

Kasia T. Sanchez

Education

Present DePaul University Chicago, IL
Masters in International Public Service and Administration
Expected graduation date June 2010

2004 Northeastern Illinois University Chicago, IL
Bachelors of Arts and Sciences with Honors
Major in Sociology and Minor in Spanish

- Completed Spanish minor at the Centro Panamericano de Idiomas (CPI) school in Heredia, Monteverde and Playa Flamingo, Costa Rica, 2003.

Languages

Fluent in English, Polish and Spanish.

Professional experience

12/07-present Youth Outreach Services Chicago, IL
Counselor/Team Leader

- Provided individual and family counseling.
- Created fundraising projects to help support program sustainability.
- Managed participant files, data and evaluated outcomes.
- Developed, managed and updated resource and referral database and maintained contacts with community referral sources.

10/06-12/07 Youth Outreach Services Chicago, IL
Program Coordinator

- Developed and implemented prevention program focusing on arts integration, life skills development and academic enhancement in the Cicero community.
- Responsible for recruiting, staffing, marketing and evaluating program.

02/06 – 08/06 ATD Fourth World Cusco, Peru
Outreach Facilitator: Volunteer

- Responsible for a caseload of families, required to write weekly reports and make oral presentations to keep track of progress: all conducted in Spanish.
- Organized activities for the purpose of teaching social responsibility, non-violence and a commitment to social change.

5/03 – 01/06 Foot Path Trading Chicago, IL
Marketing Manager/Import Coordinator

- Traveled to Guatemala to develop contacts, design products and open shipping lines with new suppliers: all transactions completed in Spanish.
- Responsible for buying and designing product, trade shows and displays.
- Handled daily business operations: phone, inventory control, customer complaints and accounts receivable.
- Developed innovative marketing strategies and maintained communication with international community.

ATTACHMENT 13

LULUA AL-OSAIMI

Art Educator and Artist

[redacted]

EDUCATION

Bachelor of Fine Arts with Emphasis in Art Education
The School of the Art Institute of Chicago **Chicago, IL**
Fall 2007 – Spring 2010
Merit Scholarship Recipient
Painting and Drawing, Printmaking, Art Therapy, Art Education

Oxbow School of Art and Artist Residency
Summer 2009
"Making the Wor(l)d Visible": Mixed media intensive studio course with contemporary artist Shinque Smith **Saugatuck, MI**

Associates in Liberal Arts
Minneapolis Community &Technical College
Fall 2006 – Summer 2007 **Minneapolis, MN**

TEACHING EXPERIENCE

Student Teacher
March 2010 – May 2010 **Multicultural Arts High School** **Chicago, IL**
- Planned and taught curriculum for Art I and Painting and Drawing, grades 9-12
- Supported student's learning and explorations by working with their individual learning styles
- Full control of the classroom, lesson plans, and curriculum

Student Teacher
January 2010 – March 2010 **Telpochcalli Elementary School** **Chicago, IL**
- Planning and teaching curriculum for students in grades K-8
- Full Control of the classroom, lesson plans, and curriculum
- Arts Integration

Pre-Student Teaching **Telpochcalli Elementary School** **Chicago, IL**
- Taught two kindergarten classes; Fall 2009
- Taught two elementary classes; Spring 2009

Pre-Student Teaching **Little Village Lawndale (Multicultural Arts) High School** **Chicago, IL**
- Taught two classes; Fall 2009
- Taught two classes; Spring 2009

Workshop Leader
Spring 2010 **Workshop/ March commemorating Cesar Chavez** **Chicago, IL**
- Lead stencil, sign, and chant workshop for march commemorating Caesar Chavez

*Teacher resume

Kelly T. Barrett

[redacted] [redacted]
kellybarrett.weebly.com

Objective

To teach mathematics at the high school level by bringing my mathematical competence, constructive work ethic, team orientation and enthusiasm into a diverse classroom environment

Education

University of Illinois at Urbana-Champaign *September 2007– May 2011*

- Bachelor's Degree in Mathematics, Graduation date: May 15, 2011
- Secondary Education Minor

Maine South High School, Park Ridge, IL *September 2003 – June 2007*

Student Teaching

Wheeling High School, Wheeling, IL *Spring 2011*

- Student Teaching for 14 weeks in 10th grade Geometry and 11th grade Algebra 2
- Trained **AVID** (Advancement Via Individual Determination) Tutor
  - AVID is a national program designed to encourage and ensure student success by providing a rigorous college preparatory curriculum and promoting higher-level thinking in the classroom.

Field Experience

Bismarck-Henning High School, Bismarck, IL *Fall 2010*
Franklin Middle School, Champaign IL *Spring 2010*
Thomas Jefferson Middle School, Decatur IL *Fall 2009*

- Observed and taught several lessons in Pre-Algebra, Algebra, and AP Calculus for students in grades 7-12
- Observed AVID class sessions

Urbana High School, Urbana IL *February 2008 – December 2008*
Tutor/Mentor

- Tutored and provided academic support in Algebra 1 and Algebra 2 during study hours

Related Employment Experience

I-STEM Education Initiative: University of Illinois, Champaign, IL *May 2009 – January 2011*
Undergraduate Assistant

- Assisted in research grants and professional development seminars for teachers in science, technology, engineering, and mathematics
- Technical data entry for several studies related to education
- Assisted in grading for University Classes (Educational Psychology 485)
- Coordinated and participated in hosting the National Science Olympiad in May 2010
- Enthusiastic member of I-STEM team networking with the most senior educators in this initiative including Dr. Lizanne DeStefano, PhD. Educational Psychology, and former U. of I. Chancellor, Dr. Richard Herman, PhD. Mathematics, who initiated this program while Chancellor

*Teacher resume

Matthew R. Carlson

[redacted]

http://www.linkedin.com/pub/matthew-carlson/18/761/2a7

Personal Recommendations

"...clearly articulated the importance of strategic planning by identifying the procedures, components, the steps and major sections involved in strategic planning, as well as discussing how strategic planning meets the needs of the organization and how it is linked to operational planning..."

Dr. Jolly Holden, Ed.D.
School of Education
American InterContinental University

"He gets the 'big picture,' recognizing he is teaching students first; subject matter, second."

John Langfeld
Assistant Principal
Morton West High School

Professional Profile

Higher Education Administrator with nearly ten years of diverse work experience ranging from secondary education to collegiate admissions. Excited and passionate about the art of education and looking to utilize new educational technologies to aid in facilitation of student learning.

- Holds Masters Degree in Education with a concentration in Leadership of Educational Organizations and Bachelors Degree in Science with a major in Biology and a minor in General Science.
- Experienced in use of course management systems, e.g., Moodle and Blackboard, as well as Web 2.0 applications, Internet, and other educational software.
- Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in learners of all ages.

Education, Honors, and Certifications

- **Masters in Education: Leadership of Educational Organizations**
  American InterContinental University, Hoffman Estates, IL - 2008
  GPA: 4.0/4.0
- **Bachelor of Science in Biology**
  Western Illinois University, Macomb, IL - 2001
- **Beta Beta Beta National Biology Honor Society Member**
- **Certifications**
  IL State Secondary Education - 2001-2012
  Using Moodle Course Management Systems - 2009

Key Qualifications

- Certified in Using Moodle 2009.
- Able to utilize instructional design methodologies, e.g., ADDIE, to effectively assess learners' educational needs and then create useful and engaging educational materials.
- Employs a variety of learning theories, i.e., behaviorism, cognitivism, constructivism, and connectivism, as well as pedagogical strategies in the creation of activities and lessons.
- Incorporates strategic planning protocols such as front-end evaluation and SWOT analysis into problem solving and critical thinking scenarios.
- Implements educational and technological research into designing and developing new approaches to engage learners.
- Solid understanding of adult learning theory and application in a variety of situations.

*Teacher resume

Ricardo Diaz

[redacted]

Education

University of Illinois at Urbana-Champaign **September 1993- July 1998**
Illinois College at Jacksonville, IL **August 2008- August 2010**
Type 9 Certification

Profile

A highly energetic and enthusiastic individual, specializing in Mathematics and Athletics dedicated to providing the best education and care to mentorship to young adults ages 17 – 21 years.

Work Experience

Lewis University **August 1998 – July 1999**
Retention/Recruitment Counselor

- Familiarize local youth with the University and access to institutions of higher education
- Conducted Parent/Student tours & visits of the university to perspective incoming students
- Perform outreach presentations to student organizations, academic classes, and/or faculty
- Moderate and facilitate leadership development workshops
- Clerical Duties i.e. responding to daily emails, answering phone, maintaining logs, compiling data, and carry out tasks for leadership programs
- Assist Latino/Latina student organizations with their daily operations

Antonia Pantoja High School (Aspira, Inc. of Illinois) **August 1999 – July 2004**
Math Instructor

- Teach various math topics including pre-algebra, algebra, geometry, & advanced algebra 2/Trigonometry
- Increase student knowledge and raise awareness about social issues and their own community
- Mentor and act as positive role models for students
- Create, refine, & revise APHS math curriculum, pacing schedules, & lesson plans
- Served as math department head from 2001-2004
- Cultivated a cooperative learning environment in a student centered setting
- Developed and implemented programs to encourage student participation

Rudy Lozano Leadership Academy (Instituto Del Progreso Latino) **September 2005 - Present**
Math Instructor

- Coordinated presentations, demonstrations, & portfolios as part of the teaching curriculum
- Developed thematic units that included real world examples to introduce new materials, consolidate important concepts, & encourage student learning
- Increase student knowledge and raise awareness about social issues and their own community
- Provide advocacy, develop trusting relationship and make available support for students
- Served as math department head from 2008 – 2010
- Created teaching material, provided it to the students, and applied the strategies of teaching Math
- Planned and executed lesson plans for 5-classes: pre-algebra, algebra, geometry, algebra 2/trigonometry, & financial literacy

Joy Evans

[redacted]

*Teacher resume

Professional Experience

Youth Connection Charter School, Chicago, IL — 2005-present
Lead Education Generalist, School Improvement Department

Achievements:

- Secured state grant funding for a new Advanced Placement program at three campuses
- Coordinated professional development and school improvement activities at several campuses and school wide
- Contributed to key school wide initiatives, such as the Fundamental Design Principles and the recent charter renewal application
- Established a successful student summer camp at Dominican University

Mose Vines Preparatory Academy, Chicago, IL — 2003-2005
English I and II, Reading in the Language Arts, Beginning Composition, World Literature

Achievements:

- Coordinated community activities for our career-based Intermission program
- Conducted Action Research project to investigate the effect of Socratic Seminars on reading comprehension
- Fully trained in 4MAT and the Paideia method of instruction

Chicago International Charter School, Chicago, IL — 2000-2002
English III and IV, Journalism, Creative Writing

Achievements:

- Served as 9-12 Curriculum Coordinator for one year, during which I led department meetings, coordinated an after-school tutoring program, and developed a comprehensive standards-based scope and sequence for grades 11 and 12
- Started *the Panther Press*, the first student newspaper
- Developed Journalism and Creative Writing elective courses, the first in the school
- Served as 2002 Senior Sponsor, coordinating with student council to plan events

Rosa Fort High School, Tunica, MS — 1998-2000
English I and II

Achievements:

- Launched the first student newspaper at the school, *the Rosa Fort Newsletter*, edited and formatted student submissions for the paper
- Developed an accelerated curriculum for grades 10, 11, and 12
- Served as Assistant Coach for the girls' softball team

Other Experience

SCORE!Prep, Chicago, IL — 2002-2004
ACT/SAT Tutor

Literacy Works, Chicago, IL — Summer 2001
Tutor: English as a Second Language (ESL)

Education

Master of Arts, Curriculum and Instruction — University of Mississippi, 2000
Bachelor of Arts, English Language and Literature — University of Chicago, 1998

References

Available upon request.

*Teacher resume

Miguel Angel Guevara Jr.

[redacted]

Education:
Northern Illinois University DeKalb, IL 1991-1996
B.A. Communications: Emphasis in Media
Minor: Spanish

Teaching Experience:
Street Level Video Chicago IL, Fall 1996
Taught video skills to art students at Westinghouse H.S. as part of an afterschool program for Gallery 37. The students completed two short videos which were then showed at the end of the program at Gallery 37.

Photojournalist Experience:
WSNS Television Ch. 44 Chicago, IL 2001-2002
WISN Television Ch. 12 Milwaukee, WI 1998-2001
WGBA Television Ch. 26 Green Bay, WI 1997-1998
WICD Television Ch. 15 Champaign, IL 1996-1997

Responsibilities:
Responsible for covering daily news and sports assignments

Shot and edit news stories for daily newscasts

Operate remote ENG trucks for live broadcasts

Covered investigative and series pieces for sweeps

Special Assignments:
Washington, D.C.:Confirmation of Tommy Thompson
Dept. of Health & Human Services
Pasadena, CA: Rose Bowl 2000
Phoenix, AZ: Milwaukee Brewers Spring Training

Equipment Experience:
Beta SX, DVC Pro, Beta SX, U-matic, Newsbyte editing system

Interests:
Organization of Latin American Students - President 1994
Sigma Lambda Beta Fraternity - President 1995
Voz de Alianza Estudiantil- Chairman 1996

Awards:
Illinois Broadcasters Association Minority Grant Recipient
Northern Illinois University Outstanding Leadership Award
WICD-TV Employee of the Month
Wisconsin Broadcasters Association Investigative 2000
Marquette University Greek Advisor of the Year 2001

*Teacher Resume

Peter Jang

[redacted] [redacted]
pjang@uiuc.edu

CERTIFICATION

- Type 25 Provisional Alternate Certificate, Secondary Mathematics **July 2008**

EDUCATION

- UNIVERSITY OF ILLINOIS – Urbana/Champaign, Illinois **2007 – 2009**
  - Master's Degree in *Secondary Education*, **GPA 3.98**
- UNIVERSITY OF ILLINOIS – Urbana/Champaign, Illinois **2002 – 2005**
  - Master's Degree in *Mechanical Engineering*, **GPA 3.83**
- UNIVERSITY OF ILLINOIS – Urbana/Champaign, Illinois **1998 – 2002**
  - Bachelor's Degree in *Mechanical Engineering*, **GPA 3.81** (*Highest Honors*)

EDUCATION RELATED EXPERIENCE

- *Early Field Placement*, Central High School, Champaign, IL **Spring 2008**
  - developed and taught several lesson plans for Algebra I and Algebra II
  - designed several activities including Geometer's Sketchpad lesson
- *Early Field Placement*, Jefferson Middle School, Champaign, IL **Fall 2007**
  - developed and taught lesson on algebraic problem solving
  - provided individualized instruction for struggling students
- *Tutoring*, University Laboratory High School, Champaign, IL **Fall 2007**
  - tutored student in an advanced algebra course
- *After School Program*, Banneker Club, Champaign, IL **Fall 2007**
  - participated in mathematics program for middle school students
  - designed TI-Basic program to help run graphing calculator-based robots

ADDITIONAL EXPERIENCE

- *Graduate Teaching Assistant*, University of Illinois **2002 – 2005**
  - teaching assistant for engineering course on manufacturing
  - teaching assistant for engineering course on numerical control
  - teaching assistant for engineering course on signal processing
- *Engineering Consultant*, Roh Square Consulting **2005 – 2006**
  - software consultant for client company Georgia-Pacific
  - worked in Champaign, IL, Muskogee, OK, Atlanta, GA

SPECIAL SKILLS AND INTERESTS

- *programming languages*: C, C++, Python, Matlab, Excel VBA, VB.net, TI-Basic
- *software applications*: Excel, Geometer's Sketchpad, Matlab, Mathematica

REFERENCES

- Adam Poetzel, *Assistant Professor*, University of Illinois apoetzel@uiuc.edu
- Rochelle Gutierrez, *Associate Professor*, University of Illinois rgutirrz@uiuc.edu
- Anne Munroe, *Teacher*, Champaign, IL munroean@champaignschools.org

WOODY LAJEUNE

[redacted]

*Teacher resume

EDUCATION

National Louis University
Masters of Arts in Education, Elementary Education, Graduation Date 2009

University of Illinois at Urbana-Champaign
Bachelor of Science, Management Information Systems, May 2001

WORK EXPERIENCE

Operations Manager 08/05-06/07
Mona Lisa Stone and Tile, Kenilworth, IL & Barrington, IL

- Provided direction, leadership, and motivation to operations team by setting standards and modeling behavior for optimum customer service.
- Oversaw the receipt, processing, pricing, and movement of sales.
- Responsible for accounts receivables and payables.
- Coordinated on and off line marketing efforts.
- Began as part-time volunteer in August promoted to full-time employee in March

Math Instructor/After-School Program Coordinator 7/04-5/05
Next Generation School, Champaign, IL

- Designed curriculum for new math program for 3rd/4th grade classroom.
- Increased student's experience and interest in mathematical concepts through creative projects.
- Organized and implemented all activities and schedules for after-school students, K-5.
- Instituted and upheld relationships with parents, students, and colleagues, fostering an environment of open communication.

Resident Advisor/Programming Director 5/03-6/04
Illini Towers, Champaign, IL

- Establish and maintain relationship with residents and assist in adjustment to campus.
- Create hall-wide programs that address social, recreational, and educational aspects of residents' lives.
- Develop consistent methods of enforcing rules and regulations among residents.

Substitute Teacher 2/02-5/03
Champaign Unit #4 School District, Champaign, IL

- Responsible for successfully implementing lesson plans in absence of teacher.
- Maintain productive multicultural learning environment for students.
- Effectively teach Kindergarten through high school math, history, english, art, and music.

Algebra 2/Trigonometry Instructor 6/02-8/02
Upward Bound College Prep Academy, Urbana, IL

- Developed all lesson plans and designed and administered homework assignments and exams.
- Maintained accurate attendance and grade records of students.
- Actively participated in faculty meetings regarding implementation of program goals.
- Assessed student performance on formal basis during mid-and end-quarter grading.

ACTIVITIES

Tutor - Volunteered personal time to high school student with Algebra2/Trigonometry
Volunteer Tutor/Mentor-Douglass Community Center After-School Program, Champaign, IL
Teacher Aide, Summer Literacy Program - Champaign Unit #4 School District, Urbana, IL
Advisory Board Member/After-School Volunteer – Girls in the Game, Chicago, IL
Volunteer – Little Village Community Development Corporation, Chicago, IL

Lisa Nickele

*Teacher resume

Teach for America 820 North Orleans St, Suite 320, Chicago IL 60610
Phone 312 254 1000
Email: Lisa.Nickele@corps2008.tfanet.org
Objective: To obtain a secondary English teaching position

Education

University of Michigan, Ann Arbor, MI
Bachelor of Arts in English; added emphasis in Sociology
University Honors
Overall GPA: 3.73/4.0; Concentration GPA: 3.66/4.0
University of Michigan Summer Study Abroad, Florence, Italy
National Lewis University, Chicago IL June, 2008 – Present
Teach For America: Illinois State Board of Education Approved Alternative Certification
Considered "Highly Qualified" under No Child Left Behind Act
Type 25 Provisional Alternative Secondary Certification – Expected August 2008
Type 24 Initial Alternative Secondary Certification – Expected June 2009

Extracurricular Activities

Autism Treatment Center of America: Son-Rise Program, Ann Arbor, MI Jan, 2007 - Present
Tutor
- Two days per week utilizing stimulating educational techniques, forming a trusting relationship with child and helping to expand his socialization skills
- Attended weekly meetings with parents and other volunteers to discuss strategy and effectiveness of lessons
- Monthly meetings with parents and program coordinators to discuss child's progress, focus on goal setting and identifying unique motivations to encourage willing participation in activities

Cross-Cultural Solutions, Cartago, Costa Rica; Xian, China May, 2006; August, 2007
Volunteer - English Teacher
- Led English Language classes at San Nicolas High School; structured lesson plans around cultural differences and similarities between the United States and Costa Rica
- Acted as substitute in Carpentry Class, Recess Monitoring when school was in shortage of teachers
- Completed janitorial tasks to prevent school from closing early due to lack of sanitation

Volunteer - Museum Guide Assistant, Caretaker at Foster Home
- Assisted in English Language development of Shaanxi History Museum tour guides, leading to improved communication and leadership skills
- Cared for special needs children in Starfish Foster Home, effectively monitoring 20+ infants and toddlers and enhancing children's English comprehension

SafeHouse Center, Ann Arbor, MI Sept, 2006 - April, 2007
Playroom Volunteer
- Completed 40+ hours of training and education in domestic violence, sexual assault, and child abuse
- Observed Batterer Intervention group meetings helping me to better understand SafeHouse resident experiences and provide better internal support
- Provided in-shelter care for residents' children

Sexual Assault Prevention and Awareness Center, Ann Arbor, MI Sept, 2006 - April, 2007
Peer Education Volunteer
- Completed 40+ hours of training and education in rape, sexual assault and dating violence
- Presented to academic and professional groups on and off campus; improved public speaking skills
- Coordinated letter-writing campaigns to raise awareness of media ads that encourage sexual objectification
- Networked with other student and community groups that promote awareness of SAPAC resources

Work Experience

Teach For America, Los Angeles, CA Summer 2008
Teacher
- Taught remedial summer program for students in Los Angeles Public Schools
- Developed long-term plans based on Pennsylvania curricular standards, and created lesson plans based on long-term curricular goals
- Developed classroom management system and procedures
- Participated in professional development workshops and discussions

Mayer, Brown, Rowe & Maw LLP, Chicago, IL Summer 2005, 2006, 2007
Human Resources Intern
- Contacted company vendors, provided Human Resources with information on discount and benefit options
- Contacted employees on leave to inform them of insurance enrollment options and to update insurance status
- Reorganized and updated Personnel files according to my own discretion

Marketing Intern
- Attended client meetings and participated in phone conferences with partner firms
- Edited space planning for company relocation in order to clarify departmental moving instructions

Jaclyn M. Rodríguez

[redacted]

Objective: To obtain position as an Assistant Teacher for Francis W. Parker School

Education: University of Illinois at Chicago, B.A. Teaching of History Type 09 certification
B.A. Anthropology

Awards: Jefferson Award '08 First Undergraduate to receive at UIC
Martin Luther King Scholarship '06
LARES Tuition Award '07
UIC College of Liberal Arts and Sciences Dean's List '05-'08
Mexican Students de Aztlan Award '05
UIC Chancellor's Student Service Award '08

Skills: Bilingual (Spanish), Grant Writing/Oral Presentations of grant proposals, organize, Community Organizer, public speaking, Microsoft Word, Excel, PowerPoint, Knowledgebase, and Educator

Related Experience: **BLAST After School Program** 01/09- present
Educator, Unity Middle School
2 classes (Nutrition/ Visual Arts)
Created my own curriculum and after school activities with final projects
Organize guest speakers and Field Trips

Marie Curie Metro High School: 09/08- 12/08
Student Teaching
4 classes 2 preps (Urban Studies / Law)
120 students
Created my own curriculum around Chicago History
Prepare Law students for mock trials competition
Organize my own school assembly / Field Trips
Brought two guest speakers from Florida and California

Marie Curie Metro High School: 03/08- 04/08
Clinical
4 classes I prep (Urban Studies)
110 students
Created my own curriculum around Poverty in Chicago

Richards Career Academy: 08/ 08- 09/08
Assisted and observed in self-contained classes with LD/BD students in all subjects Aided in inclusive classrooms with mathematics teacher with LD/BD students
Translated math terms from Spanish to English for ELL students.

Professional Development:
History Alive! Curriculum building for Social Studies, Morton East High School October 2008
R.T.I., workshop on Universal Design and strategies on team teaching with special ed students, UIC, Oct. 2008

Monica Ybarra

[redacted]

*Teacher resume

CERTIFICATION

Type 09 Certification – English Language Arts

TEACHING EXPERIENCE

Chicago Public Schools **2011**
Substitute Teacher – High School
- Conduct class and carry out lesson plans set by primary teacher
- Maintain classroom and school regulations

George Washington High School, South East Side, Chicago, IL **2010**
Teacher Candidate – College Reading and Writing
- Created engaging lesson plans for four classes of students
- Utilized technology in the classroom to increase the accessibility of lessons
- Collaborated curriculum ideas with course team

Perspectives Math and Science, Bronzeville, Chicago, IL **2010**
Teacher Candidate – Freshmen Literature
- Created lessons for poetry unit that merged the idea of community and self expression.
- Focused on local poet Gwendolyn Brooks and her portrayal of the Bronzeville community

Benito Juarez Community Academy, Pilsen, Chicago, IL **2009**
Observer / Extra Help – Advanced Placement Composition
- Worked one on one with students in the classroom
- Observed co-taught classroom setting

School of Social Justice High School, Little Village, Chicago, IL **2009**
Community Mapper / Collaborator – Senior Literature
- Collaborated in a group setting with one Senior student
- Created community map to compare and contrast with student from Little Village

EDUCATION

University of Illinois at Chicago, Chicago, IL **2007 - 2010**
Bachelors Degree - Secondary English Education
Minor: Theater

South Suburban Community College, South Holland, IL **2005 - 2007**
Associates Degree
Concentration: Theater

Thornton Fractional North High School, Calumet City, IL **2001 - 2005**
High School Diploma

VOLUNTEER EXPERIENCE

Gads Hill Community Center, Pilsen, Chicago, IL **2009 - 2010**
Mentor
- Created life goals with a 6th grader from Orozco Community Academy
- Maintained schedule for student
- Focused on the importance of responsibility, accountability, and the use of long and short term goals

INSTITUTO DEL PROGRESO LATINO

Rudy Lozano Leadership Academy
Position Description

Position Title: **Department Head**

Instituto del Progreso Latino is a community organization whose mission is to contribute to the fullest development of Latino immigrants and their families through education, training and employment that fosters participation in the changing U.S. society while preserving cultural identity and dignity.

Primary Responsibilities:

The Department Head is responsible for curriculum and instruction at the RLLA.

- Convene two meeting per month to review lesson plans and teaching strategies.
- Help Develop a dynamic, creative, and robust curriculum for the RLLA.
- Work with the Administrative Leader and Executive Director to develop and monitor professional development plans of all teachers.
- Arrange in-house and outside professional development sessions with use of Alternative Schools Network, YCCS, Chicago Public School and other resources.

The Language Arts Instructor is responsible for teaching language arts courses at RLLA.

- Maintain attendance records for all classes taught.
- Utilize positive classroom management skills to promote respect, discipline and collaboration in both classroom and school environments.
- Meet with parents regularly to discuss academic and social progress of students.
- Lead an exciting and motivating classroom experience for youth via diverse and integrative instructional methods.
- Inspire students to reach their highest potential.
- Make classroom learning relevant to student lives.
- Document and utilize lesson plans, student assessments and evaluations to inform teaching and learning.
- Follow curriculum guidelines established by the agency.
- Integrate and meet Illinois State Learning Goals and Chicago Public School Standards and Frameworks into all lessons.
- Actively participate in meetings, conferences and communications requested by school administration
- Attend and participate in school programs such as dances, graduations, dinners and parent meetings.
- Monitor student body adherence of school rules such as discipline and uniform codes

- Serve as monitor for specified areas of the school building as requested

Qualifications:

- Enjoy working with young people
- Strong relationship building skills with youth.
- Bachelor's degree in Education or related field from an accredited university.
- At least two years of relevant experience
- Computer literacy skills
- Ability to communicate well, orally and in writing
- Knowledge of and familiarity with Mexican/Mexican-American or Latino communities.

Supervisory:

Reports directly to the Executive Director

Salary and Benefits:

Salary commensurate with experience
Health, dental, life insurance and 403 (b) savings plan

Applications accepted until the position is filled.

Instituto del Progreso Latino is an equal opportunity employer.

Please send cover letter and resume to:

High School Principal
Instituto del Progreso Latino
2570 S. Blue Island Avenue
Chicago, Illinois 60608

INSTITUTO DEL PROGRESO LATINO

Rudy Lozano Leadership Academy
Position Description

Position Title: **High School Instructor**

Instituto del Progreso Latino is a community organization whose mission is to contribute to the fullest development of Latino(a) immigrants and their families through education, training and employment that fosters participation in the changing U.S. society while preserving cultural identity and dignity.

Primary Responsibilities:

- Maintain attendance records for all classes taught.
- Utilize positive classroom management skills to promote respect, discipline and collaboration in both classroom and school environments.
- Meet with parents regularly to discuss academic and social progress of students.
- Lead an exciting and motivating classroom experience for youth via diverse and integrative instructional methods.
- Inspire students to reach their highest potential.
- Make classroom learning relevant to student lives.
- Document and utilize lesson plans, student assessments and evaluations to inform teaching and learning.
- Follow curriculum guidelines established by the agency.
- Integrate and meet Illinois State Learning Goals and Chicago Public School Standards and Frameworks into all lessons.
- Actively participate in meetings, conferences and communications requested by school administration
- Attend and participate in school programs such as dances, graduations, dinners and parent meetings.
- Monitor student body adherence of school rules such as discipline and uniform codes
- Serve as monitor for specified areas of the school building as requested

Qualifications:

- Enjoy working with young people
- Strong relationship building skills with youth.
- Bilingual, English and Spanish
- Bachelor's degree in Education or related field from an accredited university.
- At least two years of relevant experience
- Computer literacy skills
- Ability to communicate well, orally and in writing
- Knowledge of and familiarity with Mexican/Mexican-American or Latino communities.

Supervisory:
Reports directly to the Youth Education Director

Salary and Benefits:
Salary commensurate with experience
Health, dental, life insurance and 403 (b) savings plan

Applications accepted until the position is filled.

Instituto del Progreso Latino is an equal opportunity employer.

Please send cover letter and resume to:

High School Principal
Instituto del Progreso Latino
2570 S. Blue Island Avenue
Chicago, Illinois 60608

ATTACHMENT 14

Instituto Justice and Leadership Academy Milestones

Program/Activity	Goal: Year 1 (2012-13) by June 30, 2013	Goal: Year 2 (2013-14) by June 30, 2014	Goal: Year 3 (2014-15) by June 30, 2015	Goal: Year 4 (2015-16) by June 30, 2016	Goal: Year 5 (2016-17) by June 30, 2017	Metric
Enrollment						
Matriculation	≥95% of accepted students enroll	≥70% of accepted students enroll	≥75% of accepted students enroll	≥75% of accepted students enroll	≥75% of accepted students enroll	Enrollment Records
Enrollment	Full enrollment: 165 students in 9th to 11th grade	Full enrollment: 330 students in grades 9-11	Full enrollment: 330 students in grades 9-11	Full enrollment: 495 students in grades 9-11	Full enrollment: 495 students in grades 9-11	Enrollment Records
Re-enrollment	80% of students re-enroll from previous year (excluding students who move out and graduates)	85% of students re-enroll from previous year (excluding students who move out of commuting distance)	85% of students re-enroll from previous year (excluding students who move out of commuting distance)	85% of students re-enroll from previous year (excluding students who move out of commuting distance)	85% of students re-enroll from previous year (excluding students who move out of commuting distance)	Enrollment Records
Attendance	83% annual attendance rate	85% annual attendance rate	87% annual attendance rate	89% annual attendance rate	90% annual attendance rate	Attendance records
Reading/ELA ***and*** *Math*	70 % of 9th graders increase at	75 % of 9th graders increase at	80% of 9th graders increase at	80% of 9th graders increase	80% of 9th graders increase	
	70% of 10th graders increase at least 2 points measured by the PLAN/ACT in English, Math and Science	70% of 10th graders increase at least 2 points measured by the PLAN/ACT in English, Math and Science	75% of 10th graders increase at least 2 points measured by the PLAN/ACT in English, Math and Science	75% of 10th graders increase at least 2 points measured by the PLAN/ACT in English, Math and Science	75% of 10th graders increase at least 2 points measured by the PLAN/ACT in English, Math and Science	Student progress data, by IMPACT and PowerSchool
	50% of 11th graders have a composite score of 19 measured by ACT	50% of 11th graders have a composite score of 19 measured by ACT	50% of 11th graders have a composite score of 19 measured by ACT	50% of 11th graders have a composite score of 19 measured by ACT	50% of 11th graders have a composite score of 19 measured by ACT	Student progress data, by IMPACT and PowerSchool
	50% of 11th graders meet or exceed standards on the PSAE in Reading and Math	50% of 11th graders meet or exceed standards on the PSAE in Reading and Math	50% of 11th graders meet or exceed standards on the PSAE in Reading and Math	50% of 11th graders meet or exceed standards on the PSAE in Reading and Math	50% of 11th graders meet or exceed standards on the PSAE in Reading and Math	Student progress data, by IMPACT and PowerSchool
Course Taking/ Requirements	100% of students have Student Master Plan (SMP) by the 1st Semester	100% of students have Student Master Plan (SMP) by the 1st Semester	100% of students have Student Master Plan (SMP) by the 1st Semester	100% of students have Student Master Plan (SMP) by the 1st Semester	100% of students have Student Master Plan (SMP) by the 1st Semester	SMP and Counselors reports
Annual Yearly Progress (AYP)	IJLA meets AYP in attendance (reading and graduation does not apply for freshmen)	IJLA meets AYP in attendance (reading and graduation does not apply for freshmen and sophomores)	IJLA meets AYP in attendance, 50% in reading/ELA and 60% in math (goals that outperform well stablished best in class charter school in Chicago)	IJLA meets AYP in attendance, 50% in reading/ELA and 60% in math (goals that outperform well stablished best in class charter school in Chicago)	IJLA meets AYP in attendance, 50% in reading/ELA and 60% in math (goals that outperform well stablished best in class charter school in Chicago)	IMPACT
IL State Rating	Fully Recognized	Fully Recognized	Spotlight School	Spotlight School	Spotlight School	CPS Compliance
Career Requirements	100 % of 11thand 12th graders attend 2 career trips, 1 college trip, and 1 Power Lunch	100 % of 11th and 12 graders attend 2 career trips, 1 college trip, and 1 Power Lunch	100 % of 11th and 12th graders attend 2 career trips, 1 college trip, and 1 Power Lunch	100 % of 11th and 12th graders attend 2 career trips, 1 college trip, and 1 Power Lunch	100 % of 11th and 12th graders attend 2 career trips, 1 college trip, and 1 Power Lunch	Students Professional Plan

Instituto Justice and Leadership Academy Milestones

Program/Activity	Goal: Year 1 (2012-13) by June 30, 2013	Goal: Year 2 (2013-14) by June 30, 2014	Goal: Year 3 (2014-15) by June 30, 2015	Goal: Year 4 (2015-16) by June 30, 2016	Goal: Year 5 (2016-17) by June 30, 2017	Metric
Finances	Revenues and expenses within 3% of board-approved budget for the fiscal year	Revenues and expenses within 3% of board-approved budget for the fiscal year	Revenues and expenses within 2% of board-approved budget for the fiscal year	Revenues and expenses within 2% of board-approved budget for the fiscal year	Revenues and expenses within 2% of board-approved budget for the fiscal year	School Financial Records maintained by Instituto
	IJLA raises additional funds for a balanced budget	IJLA raises additional funds for a balanced budget	IJLA raises additional funds for a balanced budget	IJLA raises additional funds for a balanced budget	IJLA raises additional funds for a balanced budget	School's financial records
		Develop plan for building school reserves	Build reserves - 2.5% of IJLA's expenses	Build reserves - 2.5% of IJLA's expenses	Build reserves - 2.5% of IJLA's expenses	School's Financial records Maintained
Leadership, HR & Organization Development	Principal is retained. First Vice-Principal is hired, mentored and guided to open school at 7020 S. Fairfield.	Principal is retained. 1st Vice-Principal opens 7020 S. Fairfield school. 2nd Vice-Principal is hired, mentored and guided to run 2570 S. Blue Island campus.	Principal is retained. 2nd Vice-Principal takes operational control of 2570 S. Blue Island. 3rd Vice-Principal is hired, mentored and guided to run 3rd School.	Principal is retained. 3rd Vice Principal opens third school in Litle Village.	Principal and Vice-Principals are retained.	Schools HR records and Business Plan
	80% of teachers return from previous year, excluding those who move out of commuting distance, leave to attend graduate school, and those who are dismissed by the school for performance or behavioral reasons	90% of teachers return from previous year, excluding those who move out of commuting distance, leave to attend graduate school, and those who are dismissed by the school for performance or behavioral reasons	90% of teachers return from previous year, excluding those who move out of commuting distance, leave to attend graduate school, and those who are dismissed by the school for performance or behavioral reasons	90% of teachers return from previous year, excluding those who move out of commuting distance, leave to attend graduate school, and those who are dismissed by the school for performance or behavioral reasons	90% of teachers return from previous year, excluding those who move out of commuting distance, leave to attend graduate school, and those who are dismissed by the school for performance or behavioral reasons	Schools HR records and Business Plan
Parent Involvement & Satisfaction	80% of parents can articulate their children' master plan	85% of parents can articulate their children' master plan	90% of parents can articulate their children' master plan	90% of parents can articulate their children' master plan	90% of parents can articulate their children' master plan	
	80% participate in at least 2 Presentations of Learning of their child.	85% participate in at least 2 Presentations of Learning of their child.	90% participate in at least 2 Presentations of Learning of their child.	90% participate in at least 2 Presentations of Learning of their child.	90% participate in at least 2 Presentations of Learning of their child.	Parents' surveys
Partnerships	Increase the number of partnerships	Increase the number of partnerships	Increase the number of partnerships	Increase the number of partnerships	Increase the number of partnerships	Business Plan
	Develop an advanced parnteship relationship with existing partners that goes beyond the initial investment.	Develop an advanced parnteship relationship with existing partners that goes beyond the initial investment	Develop an advanced parnteship relationship with existing partners that goes beyond the initial investment	Develop an advanced parnteship relationship with existing partners that goes beyond the initial investment	Develop an advanced parnteship relationship with existing partners that goes beyond the initial investment	Business Plan

Instituto Justice and Leadership Academy Milestones

Program/Activity	Goal: Year 1 (2012-13) by June 30, 2013	Goal: Year 2 (2013-14) by June 30, 2014	Goal: Year 3 (2014-15) by June 30, 2015	Goal: Year 4 (2015-16) by June 30, 2016	Goal: Year 5 (2016-17) by June 30, 2017	Metric
Facilities & Operations	Open first school in leased facility at 2570 S. Blue Island Avenue	Open second school in leased facility at 7020 S. Fairfield		Open third location at Litle Village location		School openings. Student enrollments
	Create a safe environment for students in the school campus and the surrounding area to define as a *safe passage zone.*	Create a safe environment for students at 7020 S. Fairfield campus and the surrounding *safe passage zone.*	Sustain a safe environment for students in school campuses and the surrounding safe passage zone.	Create a safe environment for students in the Litle Village campus and the surrounding *safe passage zone.*	Sustain a safe environment for students in school campuses and the surrounding safe passage zones.	Student, staff and parent surveys
	Fully implement e-rate technology plan at 2570 S. Blue Island, obtain erate for second school at 7020 S. Fairfield	Implement e-rate technology plan at 7020 S. Fairfield location.	Obtain erate for third school at Litle Village location	Implement e-rate technology plan at Litle Village location	Rexamine technology plan prior to renewal	E-Rate approved technology plans
Reports & Compliance						
Accurate and timely	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	CPS Compliance
	Quarterly financial statements	Quarterly financial statements	Quarterly financial statements	Quarterly financial statements	Quarterly financial statements	CPS Compliance
	Audited financial statements 150 days from year end close	Audited financial statements 150 days from year end close	Audited financial statements 150 days from year end close	Audited financial statements 150 days from year end close	Audited financial statements 150 days from year end close	CPS Compliance

ATTACHMENT 15

Instituto del Progreso Latino Development Plan

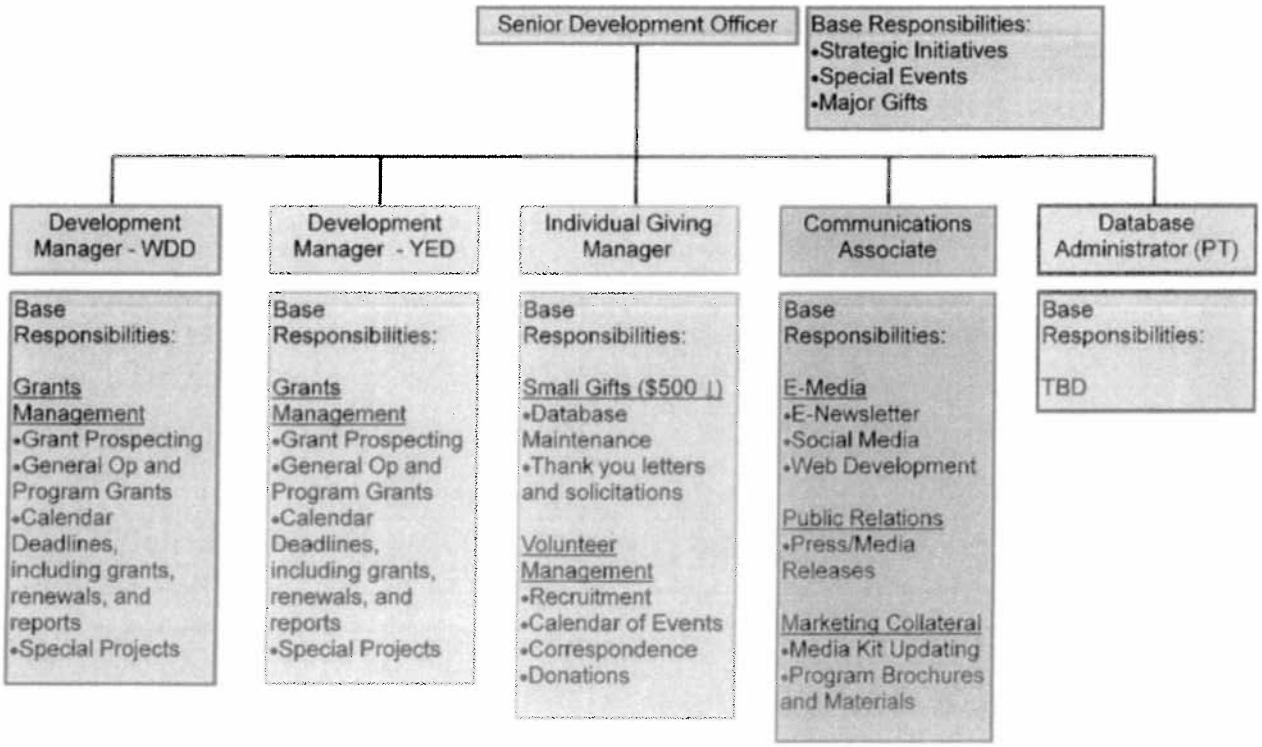
The Instituto Resource Development Plan is driven by 4 key strategies:

- Grants Management – focused on General Operating, Program Opportunities, and Innovative Solutions
- Individual Giving – focused on Board Contribution Strategy, Major Gifts Procurement/Moves Management, Corporate Engagement Model
- Special Events – focused on Market Driven Sponsorship Opportunities
- New Media - Online giving strategies and New Media integration and campaigning

In FY11, success in each of these lead to a landmark year in unrestricted and individual giving across this organization.

While managing the acquisition of over $2.7 million in private grants for Instituto, our resource development efforts also lead to the fostering of key relationships and awarding of grants that would further build the mission and vision on the Instituto Health Sciences Career Academy. This milestone year, which includes gifts from Baxter International, Partners for Developing Futures, the Walton Family Foundation, and the Illinois State Board of Education add to Instituto experience in managing a philanthropic education portfolio.

Staffing growth will also reflect the increasing needs across the organization. The Senior Development Officer will manage a portfolio of grants and individuals, with Development Managers supporting areas including Workforce Development and Youth Education across Instituto, IHSCA, and the proposed IJLA. Resource Development is futher supported by Volunteerism and Communications, with a database administrator responsible for daily management of the Raiser's Edge database.



As Instituto continues its efforts in incubating and sustaining innovative educational efforts, the same criteria for success will be applied to resource development specific to IJLA. Immediately, Instituto has identified opportunities that will support the start up and implementation over the next three years through the US Department of Education, Charter Schools Program. Our initial success with acquiring $628,900 through the ISBE's participation in this program, we believe will position us strongly to receive up $200,000 per year over the next three years.

Additionally, our experience with the Walton Family Foundation will carry over directly to the start up of IJLA, as their investment in Illinois remains specific to charter school start up. We initially anticipate a request of up to $250,000, and have a unique opportunity to renew the grant over 2 years as we'll launching new schools through the 5 year charter.

A final component to the resource development plan will include partnerships that allow IJLA to reach funders that typically do not directly fund charter schools. By building a broad network of university and large-scale partners, including the Adler School of Professional Psychology, Mikva Challenge, the Network for Teaching Entrepreneurship (NFTE), and Roosevelt University, IJLA will support core professional development needs related to social justice certification, issues to action curriculum development, restorative justice training, and entrepreneurship. Funders uniquely aligned to such efforts include entities like Boeing, Chicago Community Trust, and JPMorgan Chase Foundation.

ATTACHMENT 16

INSTITUTO DEL PROGRESO LATINO

August 18, 2011

Chicago Public Schools
Office of New Schools – Recruitment and Selection Department
125 S. Clark St.
5th Floor
Chicago, IL 60603

Dear New Schools Administrator,

Instituto del Progreso Latino is pleased to be able to offer space to the first campus of the Instituto Justice and Leadership Academies. Because of our prior experiences in housing the Rudy Lozano, we see this as an arrangement which will be both easily facilitated and incredibly beneficial for both parties. The space that they school will occupy is already spacious enough and designed adequately to house the proposed academic activities that IJLA will carry out.

Instituto has recently developed a lease agreement for the Instituto Health Sciences Career Academy in our newest building, and will extend a similar process to IJLA. We anticipate remaining fully responsible for the maintenance and upkeep of the building and hold it as our highest priority to ensure that the space is both safe and secure in addition to being a space which is conducive for learning.

We will work over the next few months to draft the formal lease agreement with IJLA and look forward to moving forward in the school's development.

Sincerely,

Juan Salgado
President and CEO
Instituto del Progreso Latino

Instituto del Progreso Latino | 2570 S. Blue Island Ave | Chicago, IL 60608
Tel: 773.890.0055 | Fax: 773.890.1537
www.idpl.org

CERTIFICATION OF COMPLIANCE WITH THE CHARTER SCHOOLS LAW

The undersigned do hereby certify that the Board of Education of the City of Chicago and Institute for Latino Progress, Inc. have complied with all of the procedural requirements and application components set forth in the Charter Schools Law (105 ILCS 5/27A-1 et seq.) in relation to Institute for Latino Progress, Inc.'s application for a charter.

David J. Vitale
David J. Vitale, President
Board of Education of the City of Chicago

Mirna T. Hotton, Chair
Charter School Governing Body

8/22/12
Date

8/3/12
Date

Estela G. Beltran 8/22/12
Estela G. Beltran, Secretary
Board of Education of the City of Chicago

Charter School Name: Instituto Justice and Leadership Academy Charter High School
Board Report Number: 12-0425-EX6

Approved as to Legal Form:

James L. Bebley, General Counsel
Board of Education of the City of Chicago

GRANT OF CHARTER AND CHARTER SCHOOL AGREEMENT
(INSTITUTO JUSTICE AND LEADERSHIP ACADEMY CHARTER HIGH SCHOOL)

THIS GRANT OF CHARTER AND CHARTER SCHOOL AGREEMENT ("Agreement") dated July 1, 2012 (the "Effective Date") is entered into by and between the Board of Education of the City of Chicago, a body politic and corporate (the "Board") and Institute for Latino Progress, Inc., an Illinois not-for-profit corporation (the "Charter School"), an independent public school established under the Charter Schools Law, 105 ILCS 5/27A-1 *et seq.*, as amended (the "Charter Schools Law").

RECITALS

WHEREAS, the State of Illinois enacted the Charter Schools Law as Public Act 89-450, effective April 10, 1996, as amended; and

WHEREAS, the Charter Schools Law was enacted for the following purposes:

(1) To improve pupil learning by creating schools with high, rigorous standards for pupil performance;

(2) To increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for at-risk pupils;

(3) To encourage the use of innovative teaching methods;

(4) To allow for the development of innovative forms of measuring pupil learning and achievement;

(5) To create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;

(6) To provide parents and pupils with expanded choices within the school system;

(7) To encourage parental and community involvement with public schools;

(8) To hold charter schools accountable for meeting rigorous school content standards and to provide those schools with the opportunity to improve accountability; and

WHEREAS, on August 22, 2011, the Charter School submitted an application to the Board (the "Application") to operate a dropout charter school, portions of which

Application are incorporated by reference as described in Exhibit A hereto; and

WHEREAS, the parties desire that the Charter School be authorized to continue to operate and conduct its affairs in accordance with the terms of this Agreement and the Charter Schools Law.

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties and agreements contained herein and for other good and lawful consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby agree as follows:

1. Recitals Incorporated by Reference. The recitals to this Agreement are incorporated herein by reference and made a part hereof.

2. Grant of Charter. Subject to the final certification by the Illinois State Board of Education (the "State Board"), the Charter School is hereby granted a charter in accordance with the Charter Schools Law and the terms and conditions of this Agreement, to operate a charter school as described herein.

3. Special Provisions of Dropout Charter Schools. The Charter School shall be authorized as a dropout charter school subject to the following provisions from the Charter Schools Law:

a. Up to but no more than 5 charter schools devoted exclusively to re-enrolled high school dropouts and/or students 16 or 15 years old at risk of dropping out may operate at any one time in any city having a population exceeding 500,000. Notwithstanding any provision to the contrary in subsection (b) of Section 27A-5 of the Illinois School Code, each such dropout charter may operate up to 15 campuses within the city. Any of these dropout charters may have a maximum of 1,875 enrollment seats, any one of the campuses of the dropout charter may have a maximum of 165 enrollment seats, and each campus of the dropout charter must be operated, through a contract or payroll, by the same legal entity as that for which the charter is approved and certified.

b. Any charter school with a mission exclusive to educating high school dropouts may grant priority admission to students who are high school dropouts and/or students 16 or 15 years old at risk of dropping out.

i. "Priority admission" for charter schools exclusively devoted to re-enrolled dropouts or students at risk of dropping out means a minimum of 90% of students enrolled shall be high school dropouts.

ii. "Students at risk of dropping out" means students 16 or 15

years old in a public school in a district organized under Article 34 of the Illinois School Code that enrolls students in any grades 9-12 who have been absent at least 90 school attendance days of the previous 180 school attendance days.

4. Term of Agreement. This Agreement shall commence on the Effective Date provided above, and shall expire at midnight, June 30, 2017, unless terminated or extended pursuant to the terms hereof.

5. Educational Program. The Charter School shall operate an educational program and program of instruction serving the educational needs of the students enrolled therein.

a. Name of School. The name of the school shall be known as the "Instituto Justice and Leadership Academy Charter High School".

b. Mission Statement. The Charter School shall operate under the mission statement set forth in the Application, and such mission statement is hereby accepted to the extent that it is consistent with the declared purposes of the General Assembly as stated in the Charter Schools Law. Any material changes to the mission statement subsequent to the date of this Agreement must be submitted to the Board prior to the academic year, and in no event later than July 1 of the subsequent year and shall be effective as of the first day of such new academic year. Such modified mission statement shall be incorporated herein by reference as if fully set forth herein.

c. Age, Grade Range. The Charter School shall provide instruction to pupils in grades 9 through 12 as provided in the Application.

d. Enrollment, Lottery. The Charter School's enrollment shall be no more than 165 students during the term of this Agreement. The Charter School shall not permit dual enrollment of any student at both the Charter School and another public school or non-public school. The Charter School shall conduct and complete its lottery by a date determined by the Board's Office of New Schools and Programs ("ONSP") and communicated to the Charter School on an annual basis; provided that the Charter School does not conduct its lottery until one month after the specific application deadline determined by the Board for its high school magnet school program, which date will be conveyed to the Charter School by ONSP. Each year, if on the date of the Charter School's application deadline, there are more eligible applicants for enrollment in the Charter School than there are spaces available, successful applicants shall be selected by lottery which shall be open to all applicants and the public. The lottery shall be witnessed by an independent third party or videotaped. The Charter School shall submit to ONSP a copy of the lottery results, a written summary of its lottery

process and the manner in which its lottery process complies with Article 27A of the Illinois School Code, and any supporting documentation within ten (10) business days of the lottery date. The Charter School shall not request information in the application process about a student's social security number, special education needs or English language proficiency. Using the lottery process required herein, the Charter School shall establish a waiting list of students who shall be offered the opportunity to enroll at the Charter School if additional space later becomes available.

e. Student Transfers. Any student transfer out of the Charter School shall be documented by a transfer form signed by the student's parent/guardian which affirmatively states that the student's transfer is voluntary.

f. Goals, Objectives, Pupil Performance Standards. The Charter School shall pursue and make reasonable progress toward the achievement of the goals, objectives and pupil performance standards consistent with those in accordance with the Accountability Plan described in paragraph 10 of this Agreement, provided that such goals, objectives and pupil performance standards shall at all times remain in compliance with Section 2-3.64 of the Illinois School Code, 105 ILCS 5/2-3.64. Any material changes to the goals and objectives of the Charter School subsequent to the date of this Agreement must be submitted to the Board prior to the academic year, and in no event later than July 1 of the subsequent year and shall be effective as of the first day of such new academic year. Such modified goals and objectives shall be incorporated herein by reference as if fully set forth herein.

g. Evaluation of Pupils. The Charter School's plan for evaluating pupil performance, the types of assessments to be used, the timeline for achievement of performance standards, and the procedure for taking corrective action in the event that pupil performance at the Charter School falls below those standards, shall be consistent with the Application and as further described in paragraph 10 hereof.

h. Curriculum. The curriculum established by the Charter School shall be consistent with the Application and as otherwise modified or supplemented herein. Any material changes to the curriculum subsequent to the date of this Agreement must be submitted to the Board prior to the academic year, and in no event later than July 1 of the subsequent year and shall be effective as of the first day of such new academic year. Such modified curriculum shall be incorporated herein by reference as if fully set forth herein.

i. School Year; School Days: Hours of Operation. Instruction shall commence in the 2012-2013 school year and subsequent school years on dates

established by the Charter School, provided that the beginning date of instruction shall be no earlier than August 15 and no later than September 15 of the first academic and fiscal year of the Charter School's existence. The days and hours of operation of the Charter School shall be as otherwise established by the Charter School in accordance with state law.

j. School Calendar. No later than April 1 prior to the commencement of each academic year during which this Agreement is in effect, the Charter-School shall submit to the Board its school calendar for such academic year and the following summer session.

k. Discipline. The Charter School shall implement a system of uniform student discipline. The Charter School may develop and implement its own system of student discipline in accordance with paragraph 5.k.i. or may elect to adopt the Chicago Public Schools Student Code of Conduct (the "CPS Conduct Code") effective at the beginning of any academic year in accordance with paragraph 5.k.ii.

i. In the event that the Charter School elects to develop its own system of student discipline, the Charter School shall submit a proposed disciplinary code, including procedures for suspension and expulsion, to the Board for review no later than April 1, 2013, or April 1 of any subsequent year, shall adopt such disciplinary code no later than the 1st day of the subsequent academic year, including any reasonable modifications requested by the Board, and shall carry out all disciplinary actions in accordance with such disciplinary code. The Charter School shall comply at all times with applicable Federal due process requirements in its disciplinary activities. Students may only be expelled from the Charter School by a vote of the Charter School's governing board. In the event that any student is expelled from the Charter School by action of the Charter School, the Charter School shall promptly notify the Board of such expulsion and shall provide to the Board, no later than five (5) days following the expulsion of such student, a summary statement of the grounds and evidence warranting expulsion and a record of the proceedings in which the expulsion decision was made. The Board may initiate additional disciplinary proceedings against any student expelled by the Charter School in accordance with its rules and procedures for the expulsion of students. Should the Board initiate additional disciplinary proceedings against the student, the Charter School shall provide factual information relating to the offense, including live testimony in an expulsion hearing.

ii. The Charter School may, at its option, elect to adopt the CPS

Conduct Code effective at the beginning of any academic year, provided that the Charter School shall notify the Board of its election to do so no later than April 1, 2013, or at least fifteen (15) calendar days prior to the commencement of any subsequent academic year for which such election shall be effective. If the Charter School fails to submit a proposed disciplinary code or fails to adopt a disciplinary code, the CPS Conduct Code will be deemed to apply.

l. Governance and Operation. The operation of the governing board of the Charter School shall be as set forth below:

i. The governing board of the Charter School shall consist of no fewer than 15 directors, but no more than 20 directors.

ii. Membership and the composition of the governing board shall be subject to and in accordance with the bylaws of the Charter School.

iii. Governing board vacancies shall be filled by the Charter School's governing board.

iv. Directors of the governing board of the Charter School shall have duties and responsibilities consistent with the Illinois General Not-For-Profit Corporation Act of 1986, as amended, and as stated in the Application.

v. The governing board shall hold meetings at least four times a year.

m. Student Transportation. The Charter School shall meet the transportation needs of its students including, the needs of its low-income and at-risk students, and homeless children and youth, in the manner set forth in its Application which transportation plan may include, but not be limited to, the following: coordinating with Chicago Public Schools to provide transportation for any students with disabilities who have Individualized Education Programs ("IEPs") in which transportation is required; participating in the state's Parental Transportation Reimbursement Program; providing Chicago Transit Authority reduced fare permits or cards to students based on income qualifications; assisting parents in the development of car pool plans; or working with students and their parents to highlight the best routes to and from school via public transportation, expressways and streets.

n. Bilingual Education. The Charter School shall provide bilingual

education services in a manner consistent with that in the Application, provided that the Charter School (1) shall identify students who require bilingual education by administering the Chicago Public Schools' Home Language Survey Form or other suitable identification instrument to all incoming students; (2) shall assess the English language proficiency of all students identified as coming from a non-English speaking background by administering the state-prescribed screening instrument or other suitable screening instrument; (3) shall provide a bilingual education or English as a Second Language program for such students; and (4) shall annually assess the English language proficiency of all identified English Language Learners by administering the state-mandated English language proficiency assessment. Notwithstanding anything to the contrary in this subparagraph, the Charter School shall have no obligation to provide bilingual education to a greater extent than required under the Charter Schools Law and under any Federal consent decrees or other orders governing the provision of bilingual education services to students in the Chicago Public Schools.

6. Additional Covenants and Warranties of Charter School. The Charter School covenants and warrants as follows:

a. Compliance with Laws and Regulations. The Charter School shall operate at all times in accordance with the Charter Schools Law and all other applicable Federal and State laws from which the Charter School is not otherwise exempt and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or need for special educational services. The Charter School shall also comply with the following, to the extent applicable to Charter Schools (as amended from time to time):

i. The No Child Left Behind Act of 2001 (PL 107-110, signed January 8, 2002);

ii. Section 2-3.64 of the Illinois School Code (105 ILCS 5/2-3.64), regarding performance goals, standards and assessments;

iii. Section 10-17a of the Illinois School Code (105 ILCS 5/10-17a) regarding school report cards;

iv. Section 10-21.9 and 34-18.5 of the Illinois School Code (105 ILCS 5/10-21.9; 105 ILCS 5/34-18.5) regarding fingerprint-based criminal history records checks and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment;

v. Section 24-24 and 34-84A of the Illinois School Code (105 ILCS 5/24-24; 105 ILCS 5/34-84A) regarding discipline of students;

vi. The Local Governmental and Governmental Employees Tort Immunity Act (745 ILCS 10/1-101 *et seq.*);

vii. Section 108.75 of the General Not For Profit Corporation Act of 1986 (805 ILCS 105/108.75) regarding indemnification of officers, directors, employees and agents;

viii. The Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*);

ix. The Illinois School Student Records Act (105 ILCS 10/1 *et seq.*);

x. The Freedom of Information Act (5 ILCS 140/1 *et seq.*);

xi. The Open Meetings Act (5 ILCS 120/1.01 *et seq.*);

xii. The Illinois Pension Code (40 ILCS 5/1-101 *et seq.*), subject to the limitations set forth in paragraph 6.j. below;

xiii. The P-20 Longitudinal Education Data System Act;

xiv. All applicable health and safety regulations of the State of Illinois and the City of Chicago including, without limitation, those laws specifically identified by the State Board as being applicable to charter schools; and

xv. All Federal and State of Illinois orders and agreements, including desegregation orders, orders regarding special education, orders regarding bilingual education, compliance agreements or other agreements with the United States Department of Education or other Federal or State agencies, applicable to the Chicago Public Schools. Upon the request of the Charter School, the Board shall furnish copies of any such orders or agreements. In the event of any Federal or State governmental inquiries involving the Charter School with respect to such law, order or agreement, the Charter School shall fully cooperate with the Board in responding appropriately and coming to a final resolution. To the extent that the Charter School believes that it is exempt from compliance with any such law, order or agreement, the Charter School

shall provide the Board's General Counsel with a copy of an exemption ruling or opinion rendered by the applicable Federal or State authority that has jurisdiction over such law or that issued the order or agreement. To the extent the Board is a party to a court action that is likely to result in a new order or agreement which will require compliance by the Charter School, the Board shall use reasonable efforts to notify the Charter School of such court action.

b. Compliance with Agreement. The Charter School shall operate at all times in accordance with the terms of this Agreement including the Accountability Plan attached hereto as Exhibit C and all other Exhibits attached hereto.

c. Maintenance of Corporate Status and Good Standing. The Charter School shall at all times maintain itself as an Illinois general not-for-profit corporation capable of exercising the functions of the Charter School under the laws of the State of Illinois, shall remain in good standing under the laws of the State of Illinois, and shall timely make all required filings with the office of the Illinois Secretary of State. Upon request, the Charter School shall provide the Board with certified copies of its Articles of Incorporation, a Certificate of Incorporation evidencing its incorporation as a nonprofit corporation, its Bylaws, and all amendments or modifications thereto. The Charter School is also recognized as an organization exempt from Federal income taxation under Section 501(c)(3) of the Internal Revenue Code, and upon request, the Charter School shall provide the Board with copies of all filings relating to the Charter School maintaining 501(c)(3) exempt status.

d. Personnel. The relationship between the Charter School and its employees, and the manner in which terms and conditions of employment shall be addressed with affected employees and their recognized representatives, if any, shall be as set forth in the Application and this Agreement, provided that the Charter School shall comply with all Federal and Illinois employment laws and regulations made applicable to charter schools under the Charter Schools Law.

No later than September 1 of each year during the term of this Agreement, the Charter School shall provide the Board with a current list of all of its employees, and shall cause each of its subcontractors to provide the Board with a current list of all of such subcontractor's employees who shall come into direct, regular contact with pupils at the Charter School. Such lists shall contain the names, job positions and social security numbers of all applicable employees. Such list shall also indicate: (1) for each employee, the date of initiation of the fingerprint-based criminal background investigation and checks of the Statewide

Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database required under Section 34-18.5 of the School Code and paragraph 6.e. of this Agreement, and the results of such background check; and (2) for each individual employed in an instructional position, evidence of certification, or evidence that such individual is otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law, including information regarding the additional mentoring, training and staff development, if any, to be provided by the Charter School pursuant to paragraph 6.f. of this Agreement. For any person hired in an instructional position after September 1 of any school year, the Charter School shall provide the Board with such evidence of certification or other qualification no later than ten (10) business days prior to the individual's initial date of employment.

e. Criminal Background Checks. The Charter School shall not knowingly employ and shall not permit its subcontractors to knowingly employ any individual who shall come into direct, regular contact with pupils at the Charter School (i) for whom a fingerprint-based criminal background investigation and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database has not been conducted or (ii) who has been convicted of committing or attempting to commit one of the offenses enumerated in Section 34-18.5(c) of the Illinois School Code.

f. Instructional Providers. The Charter School shall employ or otherwise utilize in instructional positions and shall require that its subcontractors employ or otherwise utilize in instructional positions only those individuals who are certificated under Article 21 of the Illinois School Code, 105 ILCS 5/21-1 *et seq.*, or who are otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law. If the Charter School receives Title I funds, all individuals in instructional positions must also meet the definition of "Highly Qualified" in accordance with the No Child Left Behind legislation. For purposes of this paragraph, "instructional positions" means all those positions involving duties and responsibilities which, if otherwise undertaken in the Chicago Public Schools, would require teacher certification. In the event that the Charter School employs or otherwise utilizes or any of its subcontractors employs or otherwise utilizes non-certificated personnel in instructional positions, the Charter School and/or its subcontractors shall provide such additional mentoring, training and staff development as the Charter School determines is necessary to ensure that such individuals perform their instructional duties satisfactorily.

g. Facility; Change in Location; Temporary Change in Location in for Emergency; Compliance with Disability Access Laws and Regulations; ADA

Plan.

i. Facility. The Charter School shall be located at the following location in Chicago, Illinois (referred to as an "Attendance Center"):

Campus Name	Address	Grades	Maximum Enrollment
Rudy Lozano	2570 S. Blue Island Avenue	9-12	165

The Charter School shall have obtained and submitted to ONSP for review no later than thirty (30) days prior to the commencement of operation of any Attendance Center: (1) all applicable occupancy permits and health and safety approvals for such Attendance Center; (2) an executed copy of the lease agreement for such Attendance Center, if occupied under a lease agreement; and (3) evidence of title to such Attendance Center, if owned by the Charter School. The Charter School shall take such actions as are necessary to ensure that all leases (for all Attendance Centers not owned by the Charter School), occupancy permits and health and safety approvals for all established Attendance Centers remain valid and in force, and shall certify to the Board by August 1, 2012 that such leases, permits, certificates and approvals shall remain in force during the term of this Agreement.

ii. Change in Location. The Charter School may change the physical location of an Attendance Center, provided that the Charter School fulfills certain conditions of the Board and provides the information set forth in this paragraph with respect to such new physical location, and provided further that the Charter School notifies the Board of the proposed change in location not less than one hundred and twenty (120) days prior to taking any final action in connection therewith. ONSP shall notify the Charter School whether it will recommend the change in location to the Board. Such a change in the physical location of an existing Attendance Center or the establishment of a new Attendance Center by the Charter School shall be deemed a material modification of this Agreement which requires the prior approval of the Board and State Board to be in full force and effect.

iii. Temporary Change in Location for Emergency. Nevertheless, the one hundred and twenty (120) days prior notice is not required in the event that the change in location is due to an emergency where the Attendance Center has been made untenantable by fire, flooding, tornado, earthquake or other casualty or where its occupancy permit has been revoked due to a reason outside of the Charter School's

reasonable control. In such emergency situation, the Charter School shall provide immediate written notice to the Board after the Charter School becomes aware of the need to change the location of its Attendance Center and the Charter School shall proceed as follows:

(1) The Charter School shall promptly repair any damage to the Attendance Center caused by the emergency and to remedy any accessibility and building code compliance issues at its current temporary location until such time as the damaged Attendance Center is returned to the condition in which it was found prior to the emergency. While in its temporary location, the Charter School must provide monthly written status reports to ONSP regarding the renovation work performed on the damaged Attendance Center; or

(2) If the Attendance Center has been condemned or has such extensive damage that the Charter School does not want to expend any funds to make the necessary repairs to the Attendance Center, the Charter School shall provide to ONSP written notice of the change in its permanent location and the reasons for abandoning its original Attendance Center. The Charter School shall fulfill certain conditions of the Board and provide the information set forth in this paragraph 6.g. with respect to such new physical location. ONSP shall notify the Charter School whether it will recommend such change in location to the Board.

iv. Compliance with Disability Access Laws and Regulations. The Charter School shall ensure that its facilities and operations comply with: (1) all applicable provisions of Federal, State and local disability access laws including, without limitation, the Americans with Disabilities Act ("ADA"), 42 U.S.C.A. §12101 *et seq.*, the Rehabilitation Act of 1973, 29 U.S.C.A. §701 *et seq.*, as amended, their implementing regulations, the Illinois Environmental Barriers Act, 410 ILCS 25/1 *et seq.*, and the accessibility portions of the Chicago Building Code; and (2) the ADA and Rehabilitation Act aspects of the Accountability Plan; provided, however, if the Charter School enters into a lease agreement with the Board to occupy a Board facility to operate an Attendance Center, the terms and conditions of the lease agreement shall control as to that Attendance Center.

v. ADA Plan. The Charter School shall submit facility plans for each Attendance Center which shall comply with the ADA and Section

504 of the Rehabilitation Act of 1973, as amended, their implementing regulations, the Illinois Environmental Barriers Act, and the accessibility portions of the Chicago Building Code ("ADA Plan"). Any such ADA Plan shall be submitted to the Board for approval which shall not be unreasonably withheld. Any such ADA Plan submitted to ONSP and approved by the Board shall be incorporated herein by reference and made a part of this Agreement. Failure to submit an ADA Plan to ONSP by the Board-specified date shall be deemed a material breach of this Agreement, subject to paragraph 14 herein, and the Board shall consider such non-compliance a factor in determining whether to revoke or renew the Charter School's charter.

h. Homeless Children. The Charter School acknowledges and agrees that the Chicago Public Schools are committed to serving the needs of children who are homeless and to protecting their rights under Federal and State law. The Charter School agrees that one goal of this Agreement is to ensure that all homeless children who attend the Charter School receive the same services provided by the Chicago Public Schools to homeless children and agrees that it will provide services to homeless children at the same level that CPS provides those services. The Charter School also must protect the rights of children under the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11431 *et seq.*) and the Illinois Education for Homeless Children Act (105 ILCS 45/1-5 *et seq.*) and all other laws that protect the rights of homeless children. The Charter School further acknowledges that the Board has certain obligations under the Settlement Agreement in *Salazar v. Edwards*, 92 CH 5703 (Circuit Court, Cook County). The Charter School shall ensure that no member of the Salazar class is deprived of his or her rights under the Settlement Agreement and the Charter School shall not interfere with the Board's performance of its obligations under the Settlement Agreement.

7. Financial Operations of Charter School.

a. Annual Audits. At fiscal year end, the Charter School shall prepare its annual financial statements in accordance with accounting principles generally accepted in the United States of America for not-for-profit organizations ("GAAP"). During the fiscal year, the Charter School shall operate in accordance with GAAP, the cash basis of accounting, or any other basis of accounting, provided that the Charter School's accounting methods allow it to prepare reports required by the Board, the State Board, and any other grantors. The Charter School shall cause a Financial Statement Audit and Financial and Administrative Procedures Controls Review (collectively, the "Financial Audit"), to be performed annually at its expense by an outside independent auditor that must be retained by the Charter School, and such auditor must be reasonably

acceptable to the Board. The Financial Audit shall include, without limitation:

i. An opinion on the financial statements (and Supplementary Schedule of Expenditures of Federal Awards, if applicable);

ii. A report on compliance and on internal control over financial reporting based on an audit of financial statements performed in accordance with *Government Auditing Standards* and the Single Audit Act of 1984, as amended; and

iii. A report on compliance with requirements of applicable laws and regulations, including the audit requirements contained in the Accountability Plan.

The Financial Audit shall be made available to the Board no later than November 1 of each year during the term of this Agreement, beginning with November 1, 2013.

b. Financial Reports. The Charter School shall prepare or cause to be prepared quarterly financial reports including budgets, in accordance with Board instructions, which shall be submitted to the Board no later than thirty (30) calendar days after the end of each quarter and no later than forty-five (45) calendar days after the end of each fiscal year. Also the Charter School shall prepare and provide to the Board a copy of its annual budget for each fiscal year by no later than July 1 of such fiscal year. The fiscal year for the Charter School shall begin on July 1 of each year and end on June 30 of the subsequent year.

c. Distribution of Funds. The Board shall distribute the Charter School Funds, as determined in paragraph 7.d., in four quarterly installments payable on or about July 22, October 15, January 15 and April 15 of each fiscal year, or the first business day following each such day if any such day falls on a Saturday, a Sunday, or a holiday. All funds distributed to the Charter School from the Board shall be used for educational purposes only. The use of such funds for any other purpose is strictly prohibited.

d. Funding Procedure. The Board shall calculate the per capita tuition payment for each pupil enrolled at the Charter School for each academic year based on the per pupil rates set forth in the final Budget Book adopted by the Board each fiscal year and shall provide this amount to the Charter School for each pupil enrolled at the Charter School as set forth below. The Charter School acknowledges and agrees that the funding amounts provided to the Charter School by the Board may be adjusted or vary from year to year depending upon the amount of appropriations authorized by the Illinois General Assembly and

subsequent Board approval of the budget on an annual basis.

i. First Installment (July 22). The amount of the Board's first quarterly payment shall be based initially on a pre-enrollment projection for the number of students enrolled in the Charter School which shall be provided to the Board no later than December 15 of the prior academic year. It is understood and agreed that the first installment for each school year will be remitted only upon the Board receiving all required submissions and documentation on such dates as set forth in the compliance chart compiled by ONSP.

ii. Second Installment (October 15). The amount of the Board's second quarterly payment shall be calculated such that the aggregate amount of the first and second quarterly installments is equal to the number of students enrolled at the Charter School on the twentieth day of the first semester, as verified by attendance records, multiplied by one-half the per capita tuition amount.

iii. Third Installment (January 15). The amount of the Board's third quarterly payment shall be based on the number of students enrolled at the Charter School on the twentieth day of the first semester, as verified by attendance records, multiplied by one-fourth the per capita tuition amount.

iv. Fourth Installment (April 15). The amount of the Board's fourth quarterly payment shall be calculated such that the aggregate amount of the third and fourth installments is equal to the number of students enrolled at the Charter School on the tenth day of the second semester, as verified by attendance records, multiplied by one-half the per capita tuition amount.

v. Negative Value (if applicable). Any quarterly payments provided to the Charter School as calculated above that result in a negative amount shall be treated as a receivable to the Board and all subsequent payments shall be offset by the Board until the obligation to the Board is fulfilled by the Charter School.

e. School-Based Allocations for Supplemental General State Aid and Federal Title I Funds. The Charter School shall furnish the Board with eligibility data regarding Supplemental General State Aid ("SGSA") and Title I eligible students enrolled in the Charter School by a date determined by the Board. SGSA revenues to which the Charter School is entitled shall be distributed to the Charter School quarterly on the dates set forth in paragraph 7.d. hereof on an

estimated basis, provided that the Board may adjust any such payment to account for prior deviations between the estimated SGSA funds paid and the amount of SGSA funds to which the Charter School was entitled during such payment period. Such amounts shall be in addition to the per pupil funding amounts set forth in the final Budget Book adopted by the Board each fiscal year. Pursuant to the financial management requirements set forth in Section 80.20 of the Education Department General Administrative Regulations ("EDGAR")(34 CFR Part 80), the Charter School will keep financial records of such funds separate from its other revenues and there shall be no co-mingling of monies in various accounts. During the first year of the Charter School's provision of educational services, any Title I or other Federal funding for which these students qualify shall be provided to the Charter School by the Board in accordance with the formulas set forth in the final Budget Book adopted by the Board each fiscal year.

Availability of SGSA and Title I Funds to a Charter School is conditional upon the amount of governmental funding available, and the Charter School's maintaining continuous reporting, inspections, and audits, the quality of which shall be satisfactory to the Board and other relevant regulatory organizations. The scope and frequency of program reporting shall be agreed upon by the Charter School and the Board prior to funding the relevant programs unless modifications are required by the governmental funding agencies.

f. Other Sources of Funds for Charter School. Paragraph 7.d. is not intended to increase or decrease the amount of per capita student tuition to which the Charter School is entitled under the Charter Schools Law. If the Charter School satisfies the funding criteria, and subject to funding availability, the Charter School may be eligible to receive additional funding from the Board by means of special education reimbursements and per pupil allocations for English Language Learners, small schools and independent facility supplements. In addition, any Charter School receiving federal or state grant funding must comply with all federal or state regulations tied to such grant funds. The availability of federal and state grant funds is dependent upon the Charter School's maintaining continuous reporting, inspections, and audits, the quality of which shall be satisfactory to the Board and other relevant regulatory organizations. The funding criteria and procedures related to the aforementioned categories shall be set forth in the final Budget Book adopted by the Board each fiscal year.

g. Refund of Unspent or Spent Funds. In the event that this Agreement is revoked or is not renewed by the Board, the Charter School shall refund to the Board all unspent funds in accordance with Section 27A-11(g) of the Charter Schools Law. In addition, if the Charter School does not expend or

obligate all federal grant funds prior to the end of each fiscal year, the Board may recapture such unspent grant funds from the Charter School. In addition, if the Board determines that federal or state grant funds provided to the Charter School were not used or expended for the specific purpose for which they were intended, the Charter School shall promptly reimburse such grant funds to the Board within thirty (30) days of receipt of written notice from the Board.

h. Tuition and Fees. The Charter School shall not charge tuition to any student, unless such student would otherwise be liable for tuition costs under the Illinois School Code. The Charter School may charge reasonable fees, to the extent permitted by law, for textbooks, instructional materials, summer school programs, after school programs, and student activities.

i. Outside Funding. The Charter School may accept gifts, donations or grants pursuant to Section 27A-11(d) of the Charter Schools Law, provided that no such gifts, grants or donations may be accepted if contrary to applicable law or to the terms of this Agreement. In the event that the Charter School solicits funding from sources other than those set forth in this paragraph 7, it shall comply with all applicable State or Federal laws regarding the reporting of charitable solicitations.

j. Pension Payments. The Board shall make payments directly to the Chicago Teachers Pension Fund on behalf of any education, administrative or other staff member employed at the Charter School (whether by the Charter School itself or one of its subcontractors) who is certified under the law governing certification of teachers in the amount of that employer's proportionate share of State funds made available to the Chicago Public Schools for such purpose. The Board shall not have any duty to make the employee's or other staff's member contributions. Notwithstanding the foregoing, the Charter School acknowledges and agrees that the Board retains the right to collect delinquent employee contributions from the Charter School in accordance with Section 17-132 of the Illinois Pension Code (40 ILCS 5/17-132) and may deduct such delinquent contributions from any quarterly payments due the Charter School.

In the event that the Board elects to deduct delinquent employee contributions from quarterly payments due the Charter School, the Board shall provide the Charter School with forty-five (45) days prior written notice setting forth in detail the grounds for such action and the amount delinquent. If the Charter School fails to cure such delinquency to the Board's satisfaction within said 45-day cure period, the Board shall be deemed to have a sufficient basis to withhold such funds from any quarterly payments otherwise due the Charter School and to remit such funds to the Chicago Teachers Pension Fund.

The parties hereby acknowledge and agree that the Charter School shall comply with those provisions of the Illinois Pension Code which specify applicability to, or compliance by, charter schools and it is not the intent of the parties to have the Charter School comply with any other portions of the Illinois Pension Code.

k. Management 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) accounting methods as specified in paragraph 7.a.; (2) a checking account; (3) adequate payroll procedures; (4) bylaws; (5) an organizational chart; (6) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (7) internal control procedures for cash receipts, cash disbursements and purchases; and (8) maintenance of asset registers and financial procedures for grants in accordance with EDGAR or the State Board.

l. Attendance. The Charter School shall maintain accurate enrollment data and daily records of student attendance. The Charter School shall provide the Board with current enrollment and attendance data, including Individualized Educational Plan and English Language Learner data, via the Board's IMPACT System ("IMPACT System"), or such other system as may be subsequently implemented by the Board. Such enrollment and attendance data shall be maintained and updated on the IMPACT System on a daily basis by the Charter School (or on any other time-frame basis consistent with district-level reporting). The Board shall provide the Charter School with the necessary IMPACT System access, software and training to allow Charter School personnel to use the Board's IMPACT System and input enrollment/attendance data.

m. Deductions for Facility Expenses. If the Charter School is located in a Board facility, the Board may offer to provide the Charter School with certain facility services including building maintenance, technology services, utilities, and safety and security ("Facility Services"). A Charter School located in a Board facility and utilizing the Facility Services will have such charges deducted uniformly from the quarterly payments issued by the Board and such services and charges will be outlined in the lease between the Board and the Charter School. Such charges may be adjusted annually or upon such other terms as set forth in the lease agreement.

n. Withholding of Funds. In the event that the Board deems that there has been a material violation of this Agreement, the Board may withhold any

and all payments of funds to the Charter School in the event that the Charter School fails to cure such material violation(s) after receiving prior written notice by the Board enumerating the specific material violation(s) on the part of the Charter School and the period of time during which the Charter School shall have the opportunity to cure such material violation(s). Upon the Charter School's cure of any such material violation(s), the Board shall immediately release any and all payments of funds due the Charter School.

o. Bank Account for Revocation, Non-Renewal or Termination by Mutual Consent. The Charter School shall establish an FDIC-insured demand deposit account with a minimum balance of $25,000.00 within 90 days upon execution of this Agreement for the purposes of paying audit and legal expenses that would be associated with a revocation, non-renewal or termination by mutual consent should it occur. By June 30 of each year of the term, the Charter School shall increase the balance in the account by $16,000.00 in equal annual installments. The Charter School shall maintain a balance of $105,000.00 in the account by the end of the term of this Agreement. By July 31st of each year of the term, the Charter School shall provide a copy of the June 30th bank statement to ONSP. Only the governing board of the Charter School shall control such funds. Two directors' signatures shall be required to disburse any funds from the account with one of the signers on the account having to be the President of the governing board of the Charter School.

8. Purchase Agreement. The Board and the Charter School may enter into a purchase agreement or agreements providing for the purchase by the Charter School from the Board of certain goods, services and materials in connection with the operation of the Charter School.

9. Insurance. The Charter School shall, at its own expense, purchase and maintain insurance covering all of its operations, whether performed by Charter School or by subcontractors. Such insurance shall include the types of insurance set forth in Exhibit B hereto, subject to the conditions and in no less than the respective limits set forth therein. All insurers shall be licensed by the State of Illinois and rated A-VII or better by A. M. Best or a comparable rating service. No later than fifteen (15) days following the execution of this Agreement, and each July 1 thereafter, the Charter School shall provide the Board with certificates of insurance or other satisfactory proof evidencing coverage in the types and amounts as set forth in Exhibit B.

10. Academic Accountability and Evaluations.

a. Accountability Plan. The Charter School shall be held accountable by the Board in accordance with the Accountability Plan contained in Exhibit C ("Accountability Plan"). Due to potentially sweeping changes regarding testing

requirements and other accountability standards that may occur because of the enactment of the No Child Left Behind Act or other laws or mandates, the parties agree that the Accountability Plan attached as Exhibit C hereto is subject to revision and modification by the Board effective on July 1 of each year of the Agreement upon written notice from the Board no later than April 1 of each year at which time the Charter School shall have an opportunity to comment on such revised Accountability Plan. Any subsequently revised Accountability Plans approved by ONSP shall be posted on the Board's web site by May 1 of each year and shall be incorporated herein by reference as if fully set forth herein. Notwithstanding the foregoing, in the event the Charter School determines that it does not want to be evaluated and measured against any such revised Accountability Plan, the Charter School shall have the right to terminate this Agreement upon prior written notice to the Board and such termination shall be effective as of the end of the current academic year.

b. Standardized Tests. The Charter School shall administer such standardized tests of academic proficiency as are provided for in the Accountability Plan, and shall participate in State assessments required by Section 2-3.64 of the Illinois School Code. The Charter School shall participate fully in the Illinois Standards Achievement Test ("ISAT") for grades 3 through 8 and the Prairie State Achievement Examination ("PSAE") for grade 11. The Charter School shall administer the Illinois Alternate Assessment ("IAA") in place of the ISAT and/or PSAE to students with significant cognitive disabilities. The Charter School is responsible for ensuring that the data elements (i.e., student names, demographic information, etc.) required to administer the State assessments are correctly entered into the district's IMPACT System.

c. Site Visits. In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Board, its officers, employees and other agents, including allowing site visits by the Board, its officers, employees and other agents, for the purpose of allowing the Board to fully evaluate the operations and performance of the Charter School pursuant to the Accountability Plan and the Charter Schools Law. Where possible, the Board shall provide the Charter School with at least 24 hours prior notice of such site visits.

11. Special Education and Supports.

a. The Charter School shall provide special education and related services to students with disabilities in accordance and compliance with (i) the student's IEP; (ii) the Individuals with Disabilities Education Act (20 U.S.C. §1401 *et seq.*); (iii) the Board-approved "A Procedural Manual Educating Children with Disabilities in Chicago Public Schools", revised edition 2002, as may be amended

from time to time, which is incorporated herein by reference; (iv) any and all Federal court orders applicable to children with disabilities in the Chicago Public Schools including, but not limited to, Corey H, 92 C 3409; and (v) any and all service bulletins issued by the Board's Office of Special Education and Supports. In addition, the Charter School shall provide reasonable accommodations and related services to students with mental or physical impairments who qualify under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §706 *et seq.*) in accordance and compliance with (vi) the student's Section 504 Plan, and (vii) the Board policies and procedures regarding students' 504 Plans.

b. Special Education Teachers & Paraprofessionals. The Charter School shall hire its own special education teachers and paraprofessionals to provide special education services to the Charter School's students with disabilities. The Board shall reimburse the Charter School for the salary and benefits of certified special education teachers and paraprofessionals based on the Board's special education staffing formulas and the student's IEP. Such reimbursement rates for full-time equivalent certified special education teachers and paraprofessionals shall be as set forth in the final Budget Book adopted by the Board each fiscal year and shall be effective on the later of (i) the date of the Charter School's submission to the Board via its Position Analysis Request Form ("PARF") or (ii) the initial date of employment of the staff person.

c. Clinicians. The parties acknowledge and agree that it is the expectation of both parties that the Charter School will hire its own clinicians to provide special education and 504 services to the Charter School's students with disabilities and students with mental or physical impairments. The Board shall reimburse the Charter School for the salary and benefits of clinicians based on the Board's per CPS allocation percentage and the student's IEP or 504 Plan. Such reimbursement rates for full-time equivalent clinicians shall be as set forth in the final Budget Book adopted by the Board each fiscal year and shall be effective on the initial date of employment of the clinician.

Nevertheless, if the Charter School ascertains that it will not be able to hire, or subcontract for, clinicians to provide special education or 504 services for a given academic year, the Charter School may apply for a waiver of that requirement at such time. The CEO or his designee shall review the Charter School's waiver application and make a determination whether to approve or reject the waiver request. If approved, the CEO or his designee, as a last resort, shall assign the necessary staff of clinicians to the Charter School. Failure to inform the Board of its inability to hire, or subcontract for, its clinicians shall be deemed a material breach of the Agreement by the Charter School, subject to paragraph 14 herein, and the Board shall consider such non-compliance a factor in determining whether to revoke or renew the Charter School's charter.

d. Staff Requirements. By April 30 of each year, in accordance with the Board's budgetary process, the Charter School shall receive the projected staffing allocation for special education teachers, paraprofessionals and clinicians required by State guidelines, based on students enrolled at the Charter School, entered into and identified as needing services by the students' IEPs or 504 Plans and the Board's IMPACT System. The Board may during the school year issue adjustments to these staff requirements to accommodate changes in the enrollment, IEP needs and 504 Plans of the Charter School's students. All special education teachers, paraprofessionals and clinicians employed by the Charter School shall have the requisite qualifications, Illinois certificates and/or licenses. All special education teachers, paraprofessionals and clinicians employed by the Charter School must attend at least four (4) professional development training sessions on an annual basis. The Board shall notify the Charter School of the available dates, locations, times and topics for the professional development training sessions through several communication channels.

e. Additional Resources. Notwithstanding paragraph 7 of this Agreement, the Board shall provide necessary additional resources including assistive technologies (as required by a student's IEP or 504 Plan) for the education of students with disabilities enrolled in the Charter School in accordance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the IEPs and 504 Plans of such students. Such additional resources shall be sufficient to comply with all provisions of the Charter Schools Law, including Section 27A-11 thereof.

12. Comprehensive School Management Contracts. No entity or party other than the Charter School may provide comprehensive school management or operations except upon the prior approval of the Board, and certification by the State Board. Furthermore, in the event the Charter School desires to enter into any contract for comprehensive school management or operations services to be performed in substantial part by an entity not a party to this Agreement, the provisions of Exhibit D attached hereto must be incorporated into any such contract.

13. Renewal of Charter; Failure to Renew. No later than January 1, 2017, and no earlier than July 1, 2016, but in no event later than the date set by ONSP, the Charter School shall provide a written proposal to the Board in accordance with Section 27A-9 of the Charter Schools Law, setting forth proposed terms of renewal of this Agreement. Pursuant to Section 27A-9(b) of the Charter Schools Law, the renewal proposal of the Charter School shall contain the most recent audit report and financial statement of the Charter School, including financial information specific to each Attendance Center or campus, if applicable. The written proposal may contain proposed changes to this Agreement that the Charter School desires to incorporate into the renewed agreement.

The renewal proposal shall be evaluated by ONSP in accordance with paragraph 4 of Exhibit C.

No later than June 30, 2017, ONSP shall notify the Charter School of its recommendation regarding such renewal indicating whether, and upon what conditions, it is willing to recommend to the Board the renewal of the charter and the Agreement, including any modified terms proposed by ONSP. If there is no agreement on the terms of renewal, then the parties shall fulfill their mutual obligations hereunder to the end of the term of this Agreement. The Board may refuse to renew the charter and the Agreement upon a finding that any cause for revocation exists under paragraph 14 hereof.

14. Revocation of Charter. The Board may revoke this Agreement and the charter of the Charter School, in whole or as to any Attendance Center or campus, if applicable, in accordance with Section 27A-9 of the Charter Schools Law, if the Board clearly demonstrates that the Charter School, or any Attendance Center or campus, did any of the following, or otherwise failed to comply with the requirements of the Charter Schools Law:

a. Committed a material violation of any of the conditions, standards, or procedures set forth in this Agreement including the Accountability Plan; or

b. Failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in this Agreement or in the Accountability Plan; or

c. Failed to meet generally accepted standards of fiscal management; or

d. Materially violated any provision of law from which the Charter School was not exempted.

In case of revocation, the Board shall notify the Charter School in writing of the reason why the charter of the Charter School, in whole or as to any Attendance Center or campus, if applicable, is subject to revocation. The Charter School shall submit a written plan to the Board to rectify the problem. The plan shall include a timeline for implementation, which shall not exceed two (2) years or the date of the charter's expiration, whichever is earlier. If the Board finds that the Charter School has failed to implement the plan of remediation and adhere to the timeline, then the Board shall revoke the charter of the Charter School, in whole or as to any Attendance Center or campus, if applicable. Except in situations of an emergency where the health, safety or education of the Charter School's students is at risk, the revocation shall take place at the end of the school year. Nothing in this subparagraph shall be construed to prohibit

an implementation timetable that is less than two (2) years in duration.

In addition, the charter of the Charter School may be revoked in the event that the parties agree to terminate this Agreement by mutual consent pursuant to paragraph 25 of this Agreement, or in accordance with any specific revocation indicators set forth in paragraph 4 of Exhibit C.

In the event that the Board proposes to revoke this Agreement and the charter of the Charter School, in whole or as to any Attendance Center or campus, the Board shall provide the Charter School with written notice setting forth in detail the grounds for such revocation at least 14 days prior to the date the Board takes final action on such revocation.

15. Indemnification.

a. To the fullest extent permitted by law, the Charter School shall indemnify, defend and hold harmless the Board, its members, officers, employees, agents, affiliates and representatives, past and present (collectively, the "Board Indemnitees"), from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, arising out of all claims, liens, demands, suits, liabilities, injuries (personal or bodily), of every kind, nature and character arising or resulting from or occasioned by or in connection with (i) the possession, occupancy or use of the property of the Charter School by its faculty, students, patrons, employees, guests or agents, (ii) any negligent, willful or wrongful act or omission to act by the Charter School, its faculty, students, patrons, employees, guests or agents, (iii) a violation of any law, statute, code, ordinance or regulation by the Charter School, its faculty, students, patrons, employees, subcontractors, guests or agents, and/or (iv) any breach, default, violation or nonperformance by the Charter School of any term, covenant, condition, duty or obligation provided in this Agreement including, but not limited to, the Accountability Plan (collectively, the "Covered Losses"). This indemnification shall not apply to the extent that any Covered Loss results from the negligence or wrongful act or omission of any Board Indemnitee or from any act or omission of the Charter School required by law or this Agreement.

b. To the fullest extent permitted by law, the Board shall indemnify, defend and hold harmless the Charter School, any successor entity thereto, and their respective members, officers, employees, agents, affiliates and representatives, past and present (collectively, the "Charter Indemnitees"), from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, arising out of all claims, liens, demands, suits, liabilities, injuries (personal or bodily), of every kind, nature and character

arising or resulting from or occasioned by or in connection with (i) a violation of any law, statute, code, ordinance or regulation by the Board, its members, officers, employees or agents and/or (ii) any breach, default, violation or nonperformance by the Board of any term, covenant, condition, duty or obligation provided in this Agreement or the Accountability Plan (collectively, the "Covered Losses"). This indemnification shall not apply to the extent that any Covered Loss results from the negligence or wrongful act or omission of any Charter Indemnitee or from any act or omission of the Board required by law or this Agreement.

c. This indemnification, defense and hold harmless obligation shall survive the termination of this Agreement. Any indemnified party shall have the right, at its own expense, to participate in the defense of any suit, without relieving the indemnifying party of any of its obligations hereunder.

16. Disclaimer of Liability. The parties expressly acknowledge that the Charter School is not operating as the agent, or under the direction and control, of the Board except as required by law or this Agreement, and that the Board assumes no liability for any loss or injury resulting from: (1) the acts and omissions of the Charter School, its directors, trustees, agents, subcontractors or employees; (2) the use and occupancy of the building or buildings occupied by the Charter School, or any matter in connection with the condition of such building or buildings; or (3) any debt or contractual obligation incurred by the Charter School. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the Board or the Chicago Public Schools to any third party.

17. Winding Down Procedures Upon Revocation, Non-Renewal or Termination by Mutual Consent. If the Board revokes this Agreement and the charter of the Charter School, or does not renew the Agreement and the charter of the Charter School, or the Agreement and the charter of the Charter School are otherwise terminated by the mutual consent of the parties, the Charter School shall follow the procedures set forth below:

a. The Charter School shall be responsible for winding down the operations of the Charter School, including payment of any and all debts, loans, liabilities (contingent or otherwise) and obligations incurred at any time by the Charter School in connection with the operation of the Charter School. Under no circumstances, shall the Board or the Board's members, officers, employees or agents, or those acting on behalf of the Board's members, officers, employees and agents, be responsible for such obligations.

b. The Charter School shall cooperate with ONSP and shall abide by the school closing procedures as required by ONSP to effectuate the orderly closing of the Charter School.

18. Governing Law. This Agreement shall be governed by, subject to and construed under the laws of the State of Illinois without regard to its conflicts of laws provisions.

19. Waiver. No waiver of any breach of this Agreement shall be held as a waiver of any other or subsequent breach.

20. Dispute Resolution. If a minor violation or dispute arises between the parties relating to the interpretation or performance of this Agreement, designated representatives of each party who shall have the authority to resolve the dispute shall attempt in good faith to negotiate or mediate a resolution of the dispute. Notwithstanding anything to the contrary in this paragraph, both parties shall continue to perform their obligations under this Agreement in good faith during the resolution of such minor dispute, unless and until this Agreement is terminated in accordance with the provisions hereof.

21. Counterparts; Signature by Facsimile. This Agreement may be signed in counterparts, which shall together constitute the original Agreement. Signatures received by facsimile (with confirmation thereof) by either of the parties shall have the same effect as original signatures.

22. Terms and Conditions of Application. The parties hereto expressly agree that the Application sets forth the overall goals, standards and general operational policies of the Charter School. The Charter School acknowledges and agrees that its Application is an integral part of this Agreement, and the Board shall have the right to hold the Charter School responsible for all information, representations and statements contained in the Application. The parties understand, however, that the Application is not a complete statement of each detail of the Charter School's operation. To the extent that the Charter School desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise differ from those set forth in the Application, the Charter School shall be permitted to implement such policies, procedures, and specific terms of operation, provided that such policies, procedures and terms of operation are consistent with the goals, standards and general operational policies set forth in this Agreement and the Charter Schools Law.

23. Amendments. This Agreement may be amended only by written consent of the parties hereto and, in the case of material amendments, only after submission of such amendments to, and approval by, the State Board in accordance with Section 27A-6(e) of the Charter Schools Law. For purposes of this Agreement, the parties

acknowledge that material changes include, but are not limited to, the following: (a) the addition of new grades; (b) an increase in enrollment capacity; (c) a move to a new Attendance Center or campus; (d) the addition of a new Attendance Center or campus; and (e) any and all other material modifications to this Agreement.

24. Assignment. This Agreement may not be assigned or delegated by the Charter School under any circumstances, it being expressly understood that the charter granted hereby runs solely and exclusively to the Charter School.

25. Termination. This Agreement may be terminated prior to its expiration by the mutual consent of the parties or revocation of the charter of the Charter School pursuant to paragraph 14 hereof. Termination of this Agreement for any reason shall serve to immediately revoke the charter granted hereby.

26 Notices. Any notice, demand or request from one party to any other party or parties hereunder shall be deemed to have been sufficiently given or served for all purposes if, and as of the date, it is delivered by hand, overnight courier, facsimile (with confirmation thereof), or within three business days of being sent by registered or certified mail, postage prepaid, to the parties at the following addresses:

If to the Charter School: Institute for Latino Progress, Inc.
2570 South Blue Island Avenue
Chicago, Illinois 60608
Attn: Juan Salgado, President and CEO
Facsimile: (773) 890-1537

If to the Board: Chicago Board of Education
Office of New Schools and Programs
125 South Clark Street, 10th Floor
Chicago, Illinois 60603
Attn: Carly Bolger, Executive Director
Facsimile: (773) 553-1559

With a copy to: Chicago Board of Education
Law Department
125 South Clark Street, 7th Floor
Chicago, Illinois 60603
Attn: James L. Bebley, General Counsel
Facsimile: (773) 553-1701

27. Audit and Document Retention. The Charter School shall maintain records showing time expended and costs incurred in operating the Charter School. All records referenced above and all records required to be maintained as part of operating

the Charter School shall be retained for five (5) years after the term of this Agreement and shall be subject to inspection and audit by the Board. The Charter School shall include in all subcontractor agreements provisions requiring subcontractors to maintain the above described records and allowing the Board, the Inspector General of the Board, and their duly authorized representatives the same right to inspect and audit said records as set forth above with respect to the books and records maintained by the Charter School.

28. Severability. In the event that any provision of this Agreement or the application thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement, and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.

29. Superseder. This Agreement supersedes and replaces any and all prior agreements and understandings between the Board and the Charter School with respect to the subject matter hereof. To the extent that any conflict or incompatibility exists between the Application as incorporated herein and the other terms of this Agreement, such other terms of this Agreement shall control.

30. Delegation. The parties agree and acknowledge that the functions and powers of the Board may be exercised by the Chief Executive Officer of the Chicago Public Schools, provided that any ultimate decision regarding renewal, non-renewal or revocation of this Agreement may be made only by the Chicago Board of Education.

31. Prior Actions. It is expressly agreed and understood that as a condition precedent to this Agreement becoming effective on the Effective Date hereof, the Charter School shall have taken, completed and satisfied on or before the date specified herein any action or obligation which is required to be completed before such Effective Date, and that failure to do so shall constitute grounds for the Board to declare this Agreement null and void.

32. Construction. This Agreement shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Agreement.

33. Incorporation of Exhibits. All exhibits referenced herein are hereby incorporated into and made a part of this Agreement.

IN WITNESS WHEREOF, the parties have made and entered into this amended and restated Agreement as of the Effective Date hereof.

BOARD OF EDUCATION OF THE CITY OF CHICAGO

By: _____
David J. Vitale, President

ATTEST:

By: _____
Estela G. Beltran, Secretary

Dated: 8/22/12

Board Report: 12-0425-EX6-1

Approved as to legal form:

_____
James L. Bebley, General Counsel

INSTITUTE FOR LATINO PROGRESS, INC.

By: _____
Name: Juan Salgado
Title: President & CEO

ATTEST:

By: _____
Name: Ricardo A. Estrada
Title: Vice President For Education

Dated: 8/1/12

Attachments:
Exhibit A – Application
Exhibit B – Insurance Requirements
Exhibit C – Accountability Plan
Exhibit D – Comprehensive Management Services Contract Requirements

EXHIBIT A

APPLICATION

The following documents are hereby incorporated by reference as if set forth fully herein and collectively constitute the Application:

1. Excerpts of the renewal Application of the Charter School dated August 22, 2011, as approved by the Board on April 25, 2012.

EXHIBIT B

INSURANCE REQUIREMENTS

See attached.

INSURANCE REQUIREMENTS

1. **Insurance:** The Charter School, at its own expense, shall procure and maintain insurance covering all operations under the Agreement, whether performed by the Charter School or by subcontractors. All insurers shall be licensed by the State of Illinois and rated A-VII or better by A.M. Best or a comparable rating service. The Charter School shall submit to the Board satisfactory evidence of insurance coverage prior to commencement of work under the Agreement and upon request, shall promptly provide a certified copy of any applicable policy of insurance. Minimum insurance requirements are:

   a. **Workers' Compensation and Employers' Liability Insurance:** Workers' Compensation Insurance affording workers' compensation benefits for all employees as required by law and Employers' Liability Insurance covering all employees who are to provide services under the Agreement with limits of not less than Five Hundred Thousand and 00/100 Dollars ($500,000.00) per occurrence.

   b. **Commercial General Liability Insurance:** Commercial General Liability Insurance or equivalent with limits of not less than One Million and 00/100 Dollars ($1,000,000.00) per occurrence, and Two Million and 00/100 Dollars ($2,000,000.00) in the aggregate, combined single limit for bodily injury, personal injury and property damage liability coverage shall include the following: all premises and operations, products/completed operations (for a minimum of two (2) years following completion), independent contractors, separation of insureds, defense and contractual liability. Policy shall not exclude sexual abuse/molestation coverage. The Board shall be named as an additional insured on a primary, non-contributory basis for any liability arising directly or indirectly from services.

   c. **Automobile Liability Insurance:** Automobile Liability Insurance is required when any motor vehicle (whether owned, non-owned or hired) is used in connection with services to be performed, with limits of not less than One Million and 00/100 Dollars ($1,000,000.00) per occurrence for bodily injury and property damage. If a vehicle (whether owned, non-owned or hired) is used to transport students, with limits of not less than Ten Million and 00/100 Dollars ($10,000,000) per occurrence for bodily injury and property damage unless a Board-approved bus vendor is used.

   d. **School Board Legal/Professional:** School Board Legal/Professional liability insurance covering the Charter School and its directors and

officers from liability claims arising from wrongful acts, errors or omissions in regards to the conduct of their duties related to the operation and management of the school with limits of not less than Two Million and 00/100 Dollars ($2,000,000.00) per claim. Coverage shall include Employment Practices Liability and Sexual Harassment.

e. **Umbrella/Excess Liability Insurance**: Umbrella or Excess Liability Insurance with limits of not less than Two Million and 00/100 Dollars ($2,000,000.00) to provide additional limits for underlying general and automobile liability coverages.

f. **Property Insurance/Fire Legal Liability :** Property Insurance and Fire Legal Liability for full Replacement Cost of property, including Board property for which the Charter School is contractually responsible, by lease or other agreement, from physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/extra expense losses.

g. **Fidelity Bond.** Fidelity bond coverage in the amount of at least Two Hundred Thousand and 00/100 Dollars ($200,000.00) with a responsible surety company with respect to all of Charter School's employees as may be necessary to protect against losses including, without limitation, those arising from theft, embezzlement, fraud, or misplacement of funds, money or documents. The bond shall name the Board of Education of the City of Chicago as a third party.

h. **Construction**: The Charter School shall indemnify, defend and agree to save and hold Board harmless from and against all liability, injury, loss, claims, cost, damage and expense with respect to any injury to, or death of, any person, or damage to or loss or destruction of, any property occasioned by or growing out of any construction work on Board property. The Charter School shall not commence any such work until the Board has been provided with insurance certificates evidencing that the contractors and subcontractors performing such work have in full force and effect adequate insurance as required by the Board's construction program at the time of the work. Required coverage may include, but is not limited to: workers' compensation, general liability, professional liability, automobile liability, environmental liability, excess liability, property and builders' risk insurance. The Charter School's contractors are subject to the same requirements as the Charter School in regards to additional insured, rating, notice, etc.

2. **Additional Insured**. The Charter School shall have its general liability insurance and automobile liability insurance policies endorsed to provide that the Board of Education of the City of Chicago, a body politic and corporate, and its members, employees, officers, officials and agents, and any other entity as may be designated by the Board are named as additional insured on a primary basis without recourse or right of contribution from the Board.

3. **Insurance Certificate**. The Charter School, its insurance company, or its insurance company representative shall submit an insurance certificate to the Board evidencing all coverage as required hereunder and indicating the Additional Insured status as required above. The Board will not pay the Charter School for any work if satisfactory proof of insurance is not provided prior to the commencement of services. The Charter School must provide thirty (30) days prior written notice of material change, cancellation, or non-renewal be given to:

Board of Education of the City of Chicago
Office of New Schools and Programs
125 S. Clark Street, 10th Floor
Chicago, Illinois 60603
ATTN: Executive Director

4. **General.** Any failure of the Board to demand or receive proof of insurance coverage shall not constitute a waiver of the Charter School's obligation to obtain the required insurance. The receipt of any certificate does not constitute an agreement by the Board that the insurance requirements in the Agreement have been fully met or that the insurance policies indicated on the certificate are in compliance with all requirements in the Agreement.

The Charter School's failure to carry or document required insurance shall constitute a breach of the Charter School's agreement with the Board. Non-fulfillment of the insurance conditions may constitute a violation of the Agreement, and the Board retains the right to stop work until proper evidence of insurance is provided, or the Agreement may be terminated. The Board will not pay the Charter School for any work if satisfactory proof of insurance is not provided before the commencement of services.

Any deductibles or self-insured retentions on referenced insurance coverage must be borne by the Charter School. Any insurance or self-insurance programs maintained by the Board do not contribute with insurance provided by the Charter School under the Agreement.

All subcontractors are subject to the same insurance requirements of the Charter School unless otherwise specified in this Agreement. The Charter School shall

require any and all subcontractors under this Agreement to carry the insurance as required herein and to comply with the foregoing requirements; otherwise, the Charter School shall provide coverage for subcontractors. The Charter School will maintain a file of subcontractor's insurance certificates evidencing compliance with these requirements.

The coverages and limits furnished by the Charter School in no way limit the Charter School's liabilities and responsibilities specified within the Agreement or by law. The required insurance is not limited by any limitations expressed in the indemnification language in this Agreement, if any, or any limitation placed on any indemnity in this Agreement that might be given as a matter of law.

The Charter School agrees that insurers waive their rights of subrogation against the Board.

Upon Board request, the Charter School and/or its subcontractors shall promptly provide a certified copy of any applicable policy of insurance. The Board reserves the right to modify, delete, alter or change insurance requirements at any time.

EXHIBIT C

ACCOUNTABILITY PLAN

See attached.

ACCOUNTABILITY PLAN

The Board and Charter School have determined that it is in the best interests of the Board, the Charter School, students, parents and the public to articulate clear standards for the Charter School and to annually publish the level of achievement of the Charter School with respect to those standards.

1. Accountability Components

The Board and the Charter School hereby agree that the Charter School shall be evaluated annually in accordance with the Agreement and this Accountability Plan, as may be amended from time to time.

2. Annual Performance Review

Annually the Board shall review the Charter School's performance overall and by each Attendance Center or campus if applicable on each of the Indicators in the following two categories: Pupil Performance and Financial Management/Compliance.

For the Pupil Performance Indicators, the Charter School's performance on each indicator will be rated as follows:

- High – clearly meets/exceeds expectations;
- Middle – meets minimum requirements for that indicator; and
- Low – clearly does not meet expectations.

For the Financial Management/Compliance Indicators, the Charter School's performance on each indicator will be rated as follows:

- 4 – Strong Performance
- 3 – Average performance
- 2 – Below average performance
- 1 – Poor performance

This Accountability Plan establishes the performance levels, listed below, which generate the ratings for each indicator. However, additional information or extenuating circumstances may lead the Board to rate a category higher or lower than when performance level criteria are strictly applied.

A. Pupil Performance

The intent of the Pupil Performance section is to provide a multi-faceted understanding of student performance at the Charter School upon which the Charter School's

academic performance will be evaluated. Pupil performance will be evaluated based on both Absolute Performance and Relative Performance. The Absolute Performance Indicators will be rated as High, Middle or Low as defined above. (See Table I for performance levels for the rating system.) The Relative Performance Indicators will be assessed as to whether or not the Charter School outperformed the comparison school average. (See Table II for Relative Performance Indicators.)

Standardized Tests

By August 1 of each year, the Charter School must submit to the Board copies of the fall and spring testing results received from the test maker by grade level and subject area for each Attendance Center/campus for the Test for Adult Basic Education ("TABE").

The Charter School shall participate fully in the Prairie State Achievement Examination ("PSAE") for grade 11 students who attend an Attendance Center/campus all year as defined by State Board rules for Adequate Yearly Progress ("AYP"). The Charter School shall participate in the Explore Test in grade 9 and the Plan Test in grade 10 within the testing window provided by Chicago Public Schools. Data from these assessments will be compiled and evaluated as described below. If for any reason the Chicago Public Schools ceases to use any of the assessment systems described herein, the Board shall implement, for Charter School accountability purposes, the same alternate student assessment system and test measure criteria used for District's students.

Unique Standards and Assessments

In addition to standardized tests, the Charter School voluntarily may include Unique Standards and Assessments in its Accountability Plan. The Charter School may choose to implement alternative assessments to measure student achievement of existing Illinois Learning Standards. In addition, the Charter School may choose to implement unique learning or performance standards that are not part of the Illinois Learning Standards and to implement assessments for those unique standards. In either case, the standards must be measurable and assessed annually, and the assessment results must indicate if a student Meets or Does Not Meet the standard. In addition, the Charter School may document the growth and trend data for student performance as related to the standard. The Charter School's decision to implement unique standards and assessments shall not affect the Charter School's obligation to comply with the TABE, ScanTron, and PSAE assessments set forth in this Accountability Plan, and the Explore and Plan Tests as described above. Only those Unique Standards and Assessments agreed to by the Charter School and the Board by January 15 of each year may be included in the Performance Report.

Additional Student Performance Indicators

The Charter School's attendance rate, graduation rate, retention rate, and credit gains will also be assessed. While attendance rate data will be collected, classified, and reported annually, Low performance on this indicator alone (and no others) shall not be grounds for non-renewal or revocation. However, the Board may use Low performance on this measure as the basis for further inquiries about the Charter School's practices, which may be the cause of the Low performance. The Charter School shall cooperate with all reasonable inquiries by the Board in this regard.

Adequate Yearly Progress

As required by the Federal No Child Left Behind Act, Illinois has set annual Adequate Yearly Progress ("AYP") targets for student performance on the ISAT and PSAE assessments. Charter Schools receiving Title I funds must meet these targets to achieve AYP. If the Charter School receives Title I funds and fails to make AYP for 2 consecutive years, it shall be designated as a school in need of School Improvement and will face sanctions as required by Federal law. For purposes of this Agreement, the AYP target is one of many indicators to be assessed on an annual basis (*see Table I*). The Charter School will be ranked on the AYP indicator for purposes of this Accountability Plan. However, the Charter School will not face any sanctions if it is not receiving Title I funds.

At the time of execution of this Agreement, the annual AYP targets for the ISAT and PSAE are anticipated to be as follows. In the event that the AYP targets are revised, the Charter School will be subject to the revised targets.

Year	2007	2008	2009	2010	2011	2012	2013	2014
Target	55%	62.5%	70%	77.5%	85%	92.5%	92.5%	100%

CPS School Performance, Remediation and Probation Policy

Pursuant to the new School Performance, Remediation and Probation Policy for both elementary and high schools adopted by the Board on July 28, 2010 (10-0728-PO4), as amended, CPS may assign any charter school, beginning in its third year of operation, an accountability designation for purposes of comparison to other CPS schools and public reporting. Under the policy, a school shall receive one of three ratings: Remediation, Probation or Good Standing. The level of the Charter School's achievement and progress will be determined by indicators under the following categories: a) Current Status, b) Trends, and c) Student Growth.

The CPS School Performance, Remediation and Probation Policy shall not govern the revocation or renewal of a school's charter or contract.

Table I: Absolute Performance

Indicator	High	Middle	Low
PSAE Composite (11th grade students attending all year) Percent meet and/or exceed State standards	More than 60%	30% - 60%	Less than 30%
PSAE Composite (11th grade students attending all year) Percent meet and/or exceed State standards – change from prior year	At least 2.0% increase	+/- 2.0%	At least 2.0% decrease
TABE (students enrolled all year) Percent of 9th-12th grade students making 1-year gain)	More than 80%	60% - 79%	Less than 60%
Credit Gain (% of students enrolled all year attaining 5+ credits over one year)	More than 80%	79% > 50%	Less than 50%
Attendance Rate	More than 80%	60% - 80%	Less than 60%
Attendance Rate (gain from prior year)	More than 4% increase	0% - 4%	Less than 0%
Retention Rate (Percent of students enrolled at school from start to end of school year)	More than 50% retention	35% - 50% retention	Less than 35% retention
Graduation Rate (12th grade students attending all year)	More than 85%	70% - 85%	Less than 70%
Continuing Education/Employment Rate	More than 75%	75% > 40%	Less than 40%
Adequate Yearly Progress (NCLB)	Met AYP target	Failed to meet AYP target (1 year)	Failed to meet AYP targets for 2 or more years

B. Financial Management and Compliance

The following Financial Management and Compliance Indicators will be included and evaluated in each Performance Report: Financial Condition and Budget, Financial Controls, Reporting, and Legal Compliance. The school will receive points for each indicator based on the rubric described below. Performance against each indicator as well as total points will be reported in the Annual Performance Report.

Financial Condition and Budget

This category measures the overall financial health of the school based on the change in net assets, liquidity, net asset ratio, loan delinquency, and the reasonableness of the budget. Points will be assigned for this indicator as follows:

Indicator	4	3	2	1
Financial Condition and Budget	• Increase in net assets for prior year > 5% of total revenues • Current ratio > 1.3 • Net Asset ratio > 30% • No late payments, or no outstanding debt • Realistic and surplus budget, reasonable assumptions	• Increase in net assets for prior year < 5% of total revenues • Current ratio < 1.3 but > 1.1 • Net Asset ratio > 20% • One late payment in last twelve months • Realistic and balanced budget, reasonable assumptions	• Decrease in net assets for prior year < 5% of total revenues • Current ratio < 1.1 but > 1.0 • Net Asset ratio > 10% • Two or three late payments in last twelve months • Deficit budget with reasonable plan for mitigation	• Decrease in net assets for prior year > 5% of total revenues • Current ratio < 1.0 • Net Asset ratio < 10% • More than three late payments in last twelve months • Unrealistic and deficit budget with no mitigation plan

The Board shall use the annual budget submitted pursuant to paragraph 7.b. of the Agreement and the annual Financial Audit, required under paragraph 7.a., along with any other relevant information as part of the Financial Condition and Budget Indicator.

Financial Controls

This category assesses the fiscal soundness of the financial system in place at each school, taking into consideration the auditor's independent review as well as the fiscal policy and procedures of the school. In determining the overall score for this indicator, the annual audit is weighted twice.

Indicator	4	3	2	1
Financial Controls	• Unqualified opinion, no material weaknesses or significant deficiencies • System generates monthly comprehensive financial reports, which are reviewed monthly by a member or committee of the board. Board meets at least bi-monthly, with appropriate committee structure; strong financial systems and oversight with significant financial expertise	• Unqualified opinion; one significant deficiency noted and school will address within 12 months • Systems generate most reports on a quarterly basis, which are reviewed quarterly by a member or committee of the board. Board meets quarterly, with adequate committee structure; average financial systems; sufficient financial expertise	• Unqualified opinion, with two significant deficiencies • System generates few reports regularly; school lacks adequate management and/or board review of financial reports. Board meets less than once a quarter with weak committee structure; financial systems in need of improvement; minimum financial expertise	• Unqualified opinion, with a noted material weakness or three or more significant deficiencies • System to generate reports is weak; inadequate or no board/committee review; board involvement and committee structure is non existent; poor financial systems; no financial expertise

The following items, required by paragraph 7.a. and 7.k. of the Agreement, shall be evaluated and presented as part of the Financial Controls Indicator:

a) the Charter School's audit report opinion on its financial statements;
b) the Charter School's audit report on compliance and internal control over financial reporting based on an audit of the financial statements performed in accordance with Government Auditing Standards and the Single Audit Act of 1984, as amended; and

c) the Charter School's financial systems and policies.

Reporting

This category measures a school's timely submission of annual budgets, quarterly statements, and audit reports to CPS.

Indicator	4	3	2	1
Reporting	• Budget is submitted on a timely basis • Quarterly statements are submitted on a timely basis • Audit is submitted on a timely basis	• Budget is submitted late one time • Quarterly statements are submitted late one time • Audit is submitted with one delay but with prior notification to and acknowledgement by ONSP	• Budget is submitted late two times • Quarterly statements are submitted late two times • Audit is submitted with significant delay	• Budget is submitted late three or more times, or not submitted at all • Quarterly statements are submitted late three or more times, or not submitted at all • Audit is submitted with significant delay for second year in a row, or not submitted at all

Legal Compliance

This category measures legal compliance reflected and reported in the annual audit and detailed in any findings as well as timely submission of documents required at the federal, state and local levels.

Indicator	4	3	2	1
Legal Compliance	• Auditor report on compliance reflects no findings • Federal/ State/CPS compliance: Timely submittal of all required documents	• Auditor report on compliance reflects one finding • Federal/ State/CPS compliance: Late submittal of up to two required documents	• Auditor report on compliance reflects two findings • Federal/ State/CPS compliance: Late submittal of three required documents	• Auditor report on compliance reflects three or more findings; and/or audit states that corrections have not been made for prior year finding(s) • Federal/ State/CPS compliance: Late submittal of more than three required documents

The following items, required by paragraph 7.a.iii. of the Agreement shall be tested and reported upon annually by the Charter School's independent auditor and evaluated and presented as part of the Legal Compliance Indicator:

a) Fingerprint-based criminal background investigations and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database (105 ILCS 5/34-18.5)
b) Administration of Medication (105 ILCS 5/10-22.21b)
c) Hazardous Materials Training (105 ILCS 5/10-20.17a)
d) School Safety Drill Act (105 ILCS 128/1 *et seq.*)
e) Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*)
f) Eye Protection in School Act (105 ILCS 115/0.01 *et seq.*)
g) Toxic Art Supplies in Schools Act (105 ILCS 135/1 *et seq.*)
h) Infectious Disease Policies and Rules (105 ILCS 5/10-21.11)
i) Open Meetings Act (5 ILCS 120/1.01 et seq.)
j) IL School Student Records Act (105 ILCS 10/1 *et seq.*)
k) Conformance with the following paragraphs of the Agreement:
   i) Paragraph 5.d., an enrollment process and lottery,

ii) Paragraph 5.l., the school's governance structure,
iii) Paragraph 6.c., maintenance of corporate status and good standing,
iv) Paragraph 6.g., the school's facility and ADA compliance,
v) Paragraph 7.j., compliance with applicable sections of the Illinois Pension Code,
vi) Paragraph 7.k., ongoing presence of management and financial controls, and
v) Paragraph 9., maintenance of required insurance coverage.

In addition to the above items, the Board will also consider the Charter School's compliance with the ONSP's compliance chart and the teacher qualification requirements in accordance with both the Charter Schools Law (Section 27A-10) and the requirements for Highly Qualified teachers under the No Child Left Behind Act (if the Charter School receives Title I funding). Failure to comply with either the compliance chart or the teacher qualification requirements shall affect the rating on the Legal Compliance Indicator.

When determining how to classify a Financial Management and Compliance Indicator, the Board may consider information from various sources including, but not limited to, audits, site visits, and information provided by parents or employees. If the audit states that there were material weaknesses or significant deficiencies found, the Board shall request from the Charter School the auditor's management letter and/or an opinion from a qualified, third-party professional regarding the importance of the finding. The Board shall also ask the Charter School to respond to the finding.

3. Charter School Participation in the Accountability Process

The Charter School shall take all necessary actions to collect and report the information required by this Accountability Plan for the Charter School overall and by each Attendance Center, if applicable, including, without limitation:

1. Full participation in the administration of the ISAT and/or the PSAE, or such other applicable student assessment, as the case may be, including all procedures designed to safeguard the integrity of the assessments;
2. Participation in site visits conducted by the Board to ascertain that sufficient, minimum educational and operational practices are in place;
3. An annual financial and compliance audit, as required by law, including but not limited to, the Single Audit Act Amendments of 1996 (31 U.S.C. §7501-07), OMB Circular A-133, and the compliance requirements set forth in OMB Compliance Supplement, and by the Agreement;
4. Provision of student, school, and employee information required by the Agreement and/or the Accountability Plan;

5. Submission and implementation of ADA Plan(s) for the Attendance Center(s) required by the Agreement;
6. Provision of information that is necessary to evaluate parent, student, employee, or public allegations or audit findings that, if true, would constitute a violation of the law or Agreement; and
7. Provision of additional information or cooperation in other actions not listed in this section necessary to evaluate the Charter School's performance with respect to the Compliance Categories.

4. Non-Renewal and Revocation

The Board shall hold the Charter School accountable in these Categories (Pupil Performance and Financial Management/Compliance) through the Indicators contained in the annual Performance Reports. The Board shall give fair consideration to all Indicators for the current year in comparison to the previous years of the Charter School's history when acting to renew, not renew, or revoke the Charter School's charter.

The Board may act to revoke or to not renew a charter during the term of the Agreement in accordance with paragraphs 13 and 14 of this Agreement.

The Board shall not act to renew or to not renew a charter until the review of the Charter School's student performance data after the fourth year of this renewal period. While attendance rate data will be collected, classified and reported annually, Low performance on this indicator alone (and no others) shall not be grounds for non-renewal or revocation.

In all circumstances, the Board shall follow the requirements of the Charter Schools Law and its Agreement, including all due process requirements, regarding the processes required for revocation, renewal, and non-renewal.

EXHIBIT D

COMPREHENSIVE MANAGEMENT SERVICES CONTRACT REQUIREMENTS

In the event the Charter School intends to contract with a third party for comprehensive school management or operations services ("Service Contract"), all of the following requirements must be met by the Charter School:

1. Required Provisions of Bylaws. The bylaws of the Charter School shall provide that the Charter School may not enter into any contract for comprehensive school management or operations services ("Service Contract") without first submitting such Service Contract to the Board for review. The Charter School shall further incorporate within its bylaws, or duly establish pursuant to such bylaws, procedures for the termination of the Service Contract as provided herein.

2. Submission of Service Contract. The Service Contract shall be submitted to the Board no later than 30 days prior to its effective date. If the Board determines that the Service Contract does not comply with the provisions set forth in Section 3 of this Exhibit, or that the Charter School's entering into the Service Contract would otherwise be in violation of the conditions set forth in this Exhibit, the Charter School Agreement, or the Charter School Law, then the Board shall notify the Charter School within twenty (20) days, stating with particularity the grounds for its objections. In such event, the Charter School shall not enter into the Service Contract unless and until the deficiencies noted by the Board have been remedied to the Board's reasonable satisfaction.

3. Required Terms of Service Contract. The Service Contract shall include, without limitation, the following Required Terms:

i. The Service Contract shall be subject to, and shall incorporate by reference, the terms and conditions of the Charter School Agreement.

ii. The Service Contract shall clearly delineate the respective roles and responsibilities of the Service Provider and the Charter School in the management and operation of each school facility for which the Service Provider shall provide management or operations services. The Service Contract shall also include acceptable procedures by which the Service Provider may be held accountable to the Charter School.

iii. The Service Contract shall be terminable by the Charter School, in accordance with its bylaws or other established termination procedures, (a) upon default by the Service Provider, including without limitation any act or omission of the Service Provider that causes a default under the Charter School Agreement

or that causes the Charter School to be in violation of the Charter Schools Law, or (b) for other good cause as agreed by the Charter School and the Service Provider.

iv. The Service Contract shall require that the Service Provider furnish the Charter School with all information deemed necessary by the Charter School or the Board for the proper completion of the budget, quarterly reports, or Financial Audits, required under paragraph 7 of the Charter School Agreement.

v. The Service Contract shall provide that all financial reports provided or prepared by the Service Provider shall be presented in GAAP/FASB approved nonprofit format.

vi. The Service Contract shall provide that all employees or contractors of the Service Provider who have direct, daily contact with students of the Charter School shall be subject to the fingerprint-based criminal background investigations and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database requirement contained in Section 34-18.5 of the School Code to the same extent as employees of the Charter School.

vii. The Service Contract shall contain provisions requiring compliance with all requirements, terms and conditions established by any Federal or State funding source.

4. Financial Reporting.

a. Budget. The budget prepared by the Charter School pursuant to paragraph 7 of the Charter School Agreement shall include, without limitation, the following itemized information:

i. All revenue anticipated to be received from the Board under the Charter School Agreement.

ii. All expenses and anticipated expenses associated with the operation and management of the Charter School.

iii. All expenses associated with the operation of the governing board of the Charter School including, without limitation, personnel, occupancy and travel expenses, if any, and that are not paid out of expenses received from or through the Board, such expenses shall not be required to be separately itemized hereunder.

iv. All contract payments, lease payments, management fees, administrative fees, licensing fees, expenses and other amounts paid to the Service Provider or otherwise paid for the Contract Services by the Charter School.

v. All loan repayments for any loans made to the Charter School by the Service Provider, including separate line items for interest, principal and premium, if any, on such loan repayments.

vi. All investments in the Charter School by the Service Provider, including the expected returns on equity for such investments.

b. Quarterly Financial Statements. In the event that quarterly financial statements are required to be furnished by the Charter School pursuant to paragraph 7 of the Charter School Agreement, such financial statements shall reflect the entire school's financial operations, including an itemized accounting of all amounts paid to the Service Provider or otherwise paid for the Contract Services, which amounts shall be itemized in a manner that clearly corresponds with those categories provided in the Charter School's annual budget or the Service Contract.

c. Annual Audit. The Financial Audits required under paragraph 7 of the Charter School Agreement shall include review of all fees and payments made by the Charter School to the Service Provider.

d. Reporting of Loans and Investments. All loans to, or investments in, the Charter School by the Service Provider must be evidenced by appropriate documentation, either in the contract between the Charter School and the Service Provider, or through separate agreements. In the case of investments, such documentation shall explain how the investment shall be treated on the books of the Charter School and shall clearly state the Service Provider's expected return on equity.

Nothing in this paragraph 4 shall be construed to waive or otherwise limit the obligation of the Charter School to provide information otherwise required to be reported by the Charter School under the Charter Schools Law or the Charter School Agreement.

The following attachment contains a letter from the Chicago Public Schools, the chartering authority for the Instituto Justice and Leadership Academy's Rudy Lozano Mastery Campus (IJLA).

This letter is provided in response to assurance (e) pursuant to Section 5202(b) of the ESEA. Section (e) requests the following:

> "Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a pre-charter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined."

CHICAGO PUBLIC SCHOOLS | CPS
Educate • Inspire • Transform

Office of Innovation and Incubation
Access & Enrollment • Innovative Models • New Schools • Service Academies

July 10, 2013

LaShawndra Thornton
Charter Schools Program
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-5970

Ms. Thornton,

Chicago Public Schools has received notice via email under Section 5203(d)(3) of the ESEA that Institute for Latino Progress, Inc. is applying for the Charter Schools Program federal grant. The Office of Innovation and Incubation fully supports the grant application for these important funds, which will help Institute for Latino Progress, Inc. build a strong school that will provide much needed access to high quality school options for the students in both the Little Village and Pilsen communities.

On April 25, 2012, the Chicago Board of Education approved Chicago Public Schools to enter into a Charter School Agreement with Institute for Latino Progress, Inc, to operate Rudy Lozano Leadership Academy-Mastery Campus for a five-year period. This Charter School Agreement defines a robust academic, financial, and compliance accountability plan for Rudy Lozano Leadership Academy-Mastery Campus, to which the school will be held accountable over the course of the five-year charter and on which the school will be assessed in the District's renewal process. The contract will also include a performance policy that describes how student performance will be measured.

The Office of Innovation and Incubation can provide full assurance that Rudy Lozano Leadership Academy-Mastery Campus is on track to open in the fall of 2013. If the United States Department of Education has any additional questions regarding Rudy Lozano Leadership Academy-Mastery Campus, please reach out to me directly.

Best,

Jack J. Elsey, Jr.
Chief of Innovation and Incubation
Chicago Public Schools

Office of Innovation and Incubation • Jack J. Elsey Jr., Chief
125 South Clark Street, 10th Floor • Chicago, IL 60603 • Phone: 773-553-2522 • Fax: 773-553-3225

**Dr. Estrada oversees and evaluates all career pathway and educational programs at Instituto.*

Dr. RICARDO A. ESTRADA

[redacted]

RESUME OF QUALIFICATIONS

[redacted]

CAREER OBJECTIVES:

A Management or Faculty position in a public or private educational institution that offers the challenge for growth and potential for advancement.

SUMMARY OF QUALIFICATIONS:

Over 22 years of progressive employment history with 18 of those years in administration, management and finance of higher education institutions; fourteen years of teaching and curriculum development in the area of Workforce Development, Adult Education, business, accounting, management, economics, organizational behavior and leadership.

Proficient in hiring, training, directing and supervising professional and paraprofessional staff.

Director of a campus construction project of over $15 millions dollars. My responsibilities included negotiations with architects, contractors, lawyers and lending institutions.

Successfully served as controller for a four years educational institution in the Chicago area.

Three years teaching experience as visiting Associate Professor of management at Concordia University at Chicago.

Sixteen years of teaching experience at a community college level in the area of Business, Management and Leadership.

Seven years of experience in dealing with corporate and legal issues including reports to banking institutions, investment firms and board of trustees.

Senior Executive Administrator for the City Colleges of Chicago.

Member of several community, educational and industry committees.

Developed the "*Inclusive admissions Model,*" and the "*tri-nontraditional Theory*" to help students enroll in higher education or training programs regardless of their skill level.

As CEO of Instituto, Juan oversees all strategic decisions and provides leadership and vision at Instituto's schools.

Juan Salgado

[redacted]

SENIOR EXECUTIVE

15 years of successful experience leading the strategic, fiscal, operating and programmatic growth of Latino serving non-for-profit corporations.

Results oriented leader with a strong track record of performance in building and enhancing Latino non-for-profit corporations into centers of excellence and best practice. Superior interpersonal skills, capable of resolving complex issues and motivating stakeholders to peak performance. Excellent local, state and national political connections developed as a genuine leader in the Latino community of Chicago. Additional areas of expertise include:

- Strategy, Vision and Mission Planning
- Community Organizing and Leadership Development
- Finance, Budgeting and Cost Management
- Public and Government Relations
- Talent Management and Team Building
- Strategic Partnerships
- Programs, Services and Products

EDUCATION

University of Illinois at Urbana-Champaign
Master of Urban Planning, Community Development, 1993

Illinois Wesleyan University
Bachelor of Arts, Economics, 1991

PROFESSIONAL EXPERIENCE

President and CEO, Institute for Latino Progress ***2001 – Present***

- Led Instituto through a period of historic award winning growth.
- Grown annual operating budget from $1.2 million to over $10 million.
- Achieved a $24 million dollar state capital investment to build two new charter high schools.
- Attracted, guided, developed and retained talented cadre of local educational leaders.
- Won 2009 National Council of La Raza Affilate of the Year Award.

Lead Organizer and Community Programs Director, The Resurrection Project, ***1998 – 2001***

- Led leadership development, political organizing, and program development for one of the Chicago's most recognized community development organization serving the Latino community.

Senior Director, Citizens Information Service ***1995 – 1998***

- Managed the day-to-day operations of a citywide not-for-profit organization promoting citizen participation in civic and community affairs.

HONORS AND AWARDS:

- 2010 Excellence in Community Service, Mexican American Legal Defense and Education Fund
- 2010 Roman Nomitch Fellowship to Harvard Business School
- 2010 Leadership Excellence Award, Illinois Coalition for Immigrant and Refugee Rights
- 2006-2009 Advisor the President of Mexico through Institute for Mexicans Abroad
- 2007 Fellow to Aspen Institute Ideas Festival

**Cynthia Nambo is the Principal of the Rudy Lozano Leadership Academy. She is a member of the design team theat created this Charter proposal and will play a central roll in overseing implentation of all policies and future development of each IJLA campus.*

Cynthia C. Nambo

2047 W. 19th Street, Chicago, Illinois
ccnambo@cps.k12.il.us
(312) 371-1077

Qualifications

- Strategic Planning
  -Mission & Vision Driven
- Authentic Assessment
- Social Justice Curriculum Development
- Asset-Based Supervision
- Grant Writing
- Professional Developer
  -Critical Friends Protocols
  -National Reform Faculty Facilitator
- Cross Cultural Coalition
- Strategic Partnership Development

Certification

Type 75 – General Administration

Type 03 - Elementary K-9

Type 29 - Transitional Bilingual

Education

Northeastern Illinois University
Master of Arts
General Administration
August 2008

Columbia College
Master of Arts
Urban Teaching
August 6, 2005
Bilingual education and urban education.

University of Illinois at Urbana-Champaign
Bachelors of Science:
Psychology
1994

Transformative Leadership Experience

Principal
Aug 2011

Rudy Lozano Leadership Academy @ Instituto del Progreso Latino High School

Instructional Coach

Area 21 at Chicago Public Schools
-Leading Area 21's Instructional Framework at Von Steuben, TEAM Englewood, Hancock, and Manley High Schools
-Leading observation cycles with 16 teachers
-Facilitate Professional Development or School-wide Initiatives i.e. Area-Wide English and Reading Foci; Math Interim Assessment; Critical Thinking; Attendance; Grading Best Practice; and other priorities
-Collaborate with administrators on supporting teacher development

Assistant Principal
June 2009 to 2010

Greater Lawndale High School for Social Justice (350 Students)
-Supervised Bilingual Teacher
-Lead the NLNS Data Driven Instruction
-Lead observation cycles with 20 teachers
-Lead the Operational Leadership Team
-Transformed the Academic & Essential 7 Awards.
-Designed the Junior Triumph Plan: Juniors On-Track & PSAE plan
-Supervision of the Student Support Team

-Designed an efficient system to coordinate substitutes & ensure safety
-Co-Designed Technology Plan & Support Structures
-Lead the Math & Science Departments
-Lead Dept. Chairs to lead effective meetings & curriculum alignment

Consultant and Supervisor
August 2008 to 2009

Illinois College, College of Education, Latino Focused Cert. Prog.
-Led strategic planning with faculty on Social Justice Pillar
-Supervising Type 9 candidates in Social Justice Curriculum Design

Instructional Assistant Professor
September 2005 to 2009

Illinois State University, Professional Development Schools in Little Village. Taught Science Methods.

Professional Developer
November 2005 to 2008

Rudy Lozano Leadership Academy High School (RLLA)
Team Development in Equity; Social Justice Assessment and Curriculum Develop

Program Designer & Grant Writer
April 2004 to August 2008

Enlace (formerly LVCDC)
-Partnership for College Access and Success Program
-Community Schools Department

Strategic Coordinator
December 2006 to 2008

Collaborative for Equity and Justice in Education (CEJE)
College of Education, University of Illinois at Chicago (UIC)
-Professional development

Longest Serving Member
January 2003 to 2008

Education Team, The Resurrection Project (TRP)
A $5.5 million project to construct a community-based dorm for residents of Pilsen, Little Village & Back of the Yards.

National Co-Facilitator
December 2007

National School Reform Faculty
Trained district leaders, teachers and principals from various states on Critical Friends Protocols.

Race Discussion Facilitator
October 2007

Annual Martin Luther King Jr. & Cesar Chavez Luncheon
National Museum of Mexican Art & the Du Sable Museum. Facilitated discussion on Mexican & African American perspectives on immigration.

Founder and Director
Nov 2000-2006

Escritoras de la 47
A girl's youth group located in the Back of the Yards Community

Project Director
July 2002 to July 2005

Little Village Lawndale High School Planning Initiative (LVLHS)
Lead the planning of 4 small high schools opened in Sept 2005

- Community Leadership & Oversight Development
- Strategic Partnership Development
- Strategic Fundraising Development- Leveraged $2.2 Million
- Designed Request For Proposal (RFP) Process
- Design Team Development and Support via Praxis Institutes

Work Experience

Aug 2001 to 2007	*Big Picture High School, Back of the Yards,* **Professional Developer**: Critical Friends, a prof. learning community model.
Feb 2003 to 2006	*National Council of La Raza (NCLR),* Early College High School Network **Coach:** Critical Friends, a professional learning community model. **Facilitator & Co-Designer:** National Literacy Conference in Washington D.C.
Nov 2006	*Grow Your Own Program*, Little Village Community Development Corporation (LVCDC) and Illinois State University (ISU), **Instructor**
July 2006 to Aug 2006	*Latino Youth Alternative High School,* **Professional Developer**
Sept to Dec 2005	*Monmouth College*, **College Supervisor**
May 2003 to July 2003	*Little Village High School Initiative, Little Village Community Development Corporation (LVCDC),* **Consultant:** Developed, wrote, coordinated planning and awarded a grant of $400K from National Council of La Raza to develop an Early College High School.
Dec 2002 to Oct 2003	*Chicago State University, College of Education, Bilingual Program* **Instructor & Coordinator:** Supervised pre-service bilingual teachers
June 2001 to July 2003	*Small Schools Workshop*, University of Illinois at Chicago **Consultant:** Advised districts and schools in California, Wisconsin, New York, Michigan, and Florida on implementing small learning communities.
Aug1993 to June 1995	*Latino Youth Incorporated,* **Lead Counselor,** Served as Executive Director when ED was not available due to business outside the agency. Supervised day-to-day operation of crisis and counseling unit and developed quality and productivity systems.
June 2001 to Aug 2001	*Field Museum of Natural History, Chocolate Exhibit,* **Curriculum Developer**
Aug 2000 to Aug 2001	*Young Women's Leadership Charter School at Chicago,* **6th grade Science Teacher & Cluster Leader**
Aug 1995 to July 2000	*James Hedges Elementary School,* **6th grade Bilingual Lang Arts & Science Teacher; 3rd grade Bilingual Teacher; In-Service Provider**
Aug 1993 to Aug 1995	*Latino Youth, Inc,* **Lead Counselor**

GRISELA RODRIGUEZ, SPHR
(773) 580 8982 / (773) 276-5710
gr937@yahoo.com http://www.linkedin.com/in/hrgriselarodriguez

Human Resources Professional, experienced in Legal Compliance, Benefits & Compensation Administration, Talent Acquisition, Training, Performance Management, LOA/FMLA Management, Workers Compensation, Payroll Management, Employee Relations, Project Management and Office Administration. Experience in ADP, PeopleSoft, Cyborg, Cognos, and Report Writer, Bilingual Fluency in Spanish.

YHRBP, Your Human Resources Business Partner **12/2009 to Present**
Human Resources Contract Professional

Projects:
•Interim Benefits Manager for a multisite Social Service Organization, day to day benefits management, payroll processing, WC administration, LOA management, improve database value and refining systems to bring efficiency.
•Human Resources Audit for a Medical Grant Management Company, developed plan to bring organization into legal compliance, apply operation efficiencies and best practices
•Recruitment of hard to fill positions for Service Provider
•Recruitment training for organization executive
•Benefits & Database Projects, improved bill reconciliation, interim day to day manager; for Social Service Organization
•Interim Human Resources and Benefits role for Charter School, prepared for benefit plan renewals, organized Onboarding, COBRA process, LOA administration, Benefits Administration, etc.
•Career Coach, working with professionals, recent graduates, and international professionals
•Cultural Adjustment Advisor
•Social Media consulting

AMERICAN ASSOCIATION OF DIABETES EDUCATORS, Chicago, Illinois **7/2007 to 12/2009**
Professional National Medical Association **Senior Generalist Human Resources**
Managed all Human Resources and Operations responsibilities

- Developed Recruitment Strategy to align with company goals, improved talent quality, reduced expense by 40%
- Benefit Plan Design, Negotiated Contracts, Improved Value to employees with Cost reduction, Managed Payroll data
- Managed WC, LOAs, FMLA, and COBRA internally
- Developed Performance Management System linked to Compensation Administration Program improving productivity
- Responsible for Employee Relations, Investigations, Discipline, Recognition Programs improving employee morale
- Developed and Administered Company Policies & Procedures ,updated Employee Handbook for legal compliance
- Managed overall office services and operations including Risk Management

Established Human Resources operations and brought organization into legal compliance. Reduced cost of recruitment by **40% within 6 months**, reduced cost of benefits plans by up to **50%** with increased value to employees, developed compensation system linked to performance and bonus system, reduced operating costs by **40% within 2 quarters**. Managed construction of new office (design, build-out, furnishing, and finishing) and move to new office.

Human Resources Contract Professional **9/2006 to 7/2007**
•Consulting Organization, benefits education and enrollment in organization plans
•Charity, Human Resources Generalist, Benefits Administration projects
•National Employment Services Organization, FMLA projects for national clients. Supervised call center servicing LOA service contracts nationally and in Canada

TOWERS PRODUCTIONS, INC., Chicago, Illinois **9/2004 to 7/2006**
Television Production Company **Human Resources Manager**

- Established legally compliant Human Resources and Payroll operations
- Redesigned and implemented HRIS database to include all necessary data for legal reporting
- Strategically Developed Recruitment, Managed H1B Visa application process
- Developed and Managed legally compliant materials for On-boarding, Separations and related matters
- Designed Benefits Package, Negotiated Contracts reducing costs with increased value to employees, Managed Benefits Programs including Health, Dental, Life, AD&D, LTD, STD, Flexible Spending
- Increased utilization of 401(k) plan by **100%** in less than 1 year
- Managed and Developed a Compensation Administration Program resulting in improved employee performance
- Improved Employee Performance Evaluation System to improve employee productivity
- Managed Worker's Compensation and Risk Management
- Brought to legal compliance, Internally Managed LOAs, FMLA Leaves, COBRA and all requirements
- Responsible for Employee Relations, Recognition, Events, Investigated complaints, and oversaw Disciplinary process
- Designed and Administered Company Policies and Procedures
- Supervised Human Resources and operations support staff

Brought organization's Human Resources operations into **Legal Compliance**. Trained employee Benefits and increased Employee Confidence and Satisfaction in Medical Benefits through education and **increase in cost** within 6 months. Improved Benefits Coverage through new Benefit Plan Design. Increased Employee Enrollment in 401k plan by **100%** in less than one year. Developed Compensation Administration Program establishing wage ranges for positions, linked Annual Performance Evaluation results directly to compensation changes and motivated employee dedication.

BROOKFIELD ZOO, Brookfield, Illinois **10/1998 to 12/2003**
Cultural/Educational institution **Benefits Administrator 6/2000 to 12/2003**

- Managed and Administered Benefits Programs including Health, Dental, Disability, Life, AD&D, LTD, STD, Flexible Spending, Tuition Reimbursement, 401k plan
- Evaluated benefit plans, considered bids for new plans and for renewal and Managed annual benefits open enrollment
- Managed LOAs, FMLA and non-FMLA including administration of time usage, benefits eligibility and wages
- Managed COBRA enrollment and administration
- Primary contact for employees and benefit providers
- Assisted as human resources generalist

Managed and Administered Benefits Programs for **500+employees**. Improved utilization of benefits with no added costs, resolved discrepancies on organization accounts.

Assistant Human Resources Manager, Guest Services 4/1999 to 4/2000

- Managed recruitment of **750 employees** annually
- Revised Employee Corrective Action Program to improve employee performance
- Redeveloped and presented employee Orientation and Customer Service Training
- Consulted with and Trained managers on Employee Discipline, Employee Relations Practices, and Supervising
- Assisted staff as human resources generalist

Maintained efficient recruitment and employment process. Developed and Trained Managers. Increased development of entry level employees with improved on-sight training improved employee performance

Recruiter Trainer, Guest Services 10/1998 to 4/1999

- Managed Recruitment of **750 employees** annually, Managed Orientation and Trained staff
- Consulted management staff on employee relations issues as necessary

Doubled applicant pool in one year, **streamlined hiring process by 25%**

YMCA OF THE USA, Chicago, Illinois **2/1996 to 9/1998**
National nonprofit **Assistant Director of Human Resources & Cultural Diversity**

- Consulted with **over 2000** YMCAs Nationally to Strategize their employee Recruitment
- Organized national staff transfer program to reduce turnover
- Developed and Managed YMCA National Staff Mentoring Programs
- Designed and Implemented Diversity Management Training Program Nationally, Selected, Trained and Managed a network of **36 facilitators** to train staff at YMCAs Nationally on Managing Diversity effectively
- Authored and presented material to **audiences of 50-350** across the country

Designed and implemented Diversity Management Training program nationally. Selected, trained and managed 36 network of trainers to cover **over 2000** YMCAs

DEPAUL UNIVERSITY, Chicago, Illinois **7/1992 to 2/1996**
Internationally recognized university
Assistant Director, Student Financial Services

MARRIOTT HOTELS, Woodland Hills, California **8/1990 to 5/1992**
International Hotel **Recruiter**

EDUCATION AND LANGUAGES
DePaul University
Master of Science, Management of Public Services 1995
Bachelor of Science in Commerce, Management of Human Resources 1988
Bilingual business-level Spanish fluency

PROFESSIONAL MEMBERSHIPS
SHRP, Executive Leadership, Board of Directors, Programs Committee and Communications Committee
SHRM, HRMAC

Grisela Rodriguez, SPHR, gr937@yahoo.com

Giovanni Guerrero

[redacted]

OBJECTIVE:

The time that I worked for nonprofit and private institutions, I have acquired the experience necessary to offer a satisfactory service to customers. That is why I am seeking a job position to demonstrate the abilities that I possess and at the same time to enhance them.

SUMMARY OF QUALIFICATIONS:

- Skillful in Writing
- Bilingual: Fluent in Spanish and English
- Skillful in Mathematics.

EDUCATION:

The University of Illinois at Chicago

Bachelors of Arts with a Major in History — Graduated: Dec 2011

Major: History

Minor: Classical Civilization

EXPERIENCE:

Waiter: La Quinta De Los Reyes- Chicago, IL — February 2010- October 2011

- Gave satisfactory service to customers.
- I took orders from customers.
- Recommend food and drinks to customers.
- Maintain table clean.
- Kept up to a customer's request.

The Resurrection Project – Chicago, IL — June 2010- November 2010

- Organized programs such as a basketball tournament for the youths.
- Prepared and supervised education workshops.
- Voting Campaign: Contributed in the registration of citizens to vote.

Tutor: Jefferson High School – San Antonio, TX — January 2009– November 2009

- Taught History and Mathematics.
- Directed the AVID program which centered on AP students who were preparing to go to college.
- Prepared students for AP/ ACT/ SAT/TAKS exams.

Waiter: Best Waiters of Chicago Inc.-Chicago, IL — May 2006-July 2007

- Gave satisfactory service to customers.
- Maintain table clean.
- Was in charge of serving the food and drinks to customers.

ACTIVITIES AND HONORS:

- AmeriCorps Member — Active
- UIC History Association. — Spring 2010- Fall 2011
- Dean's List — Spring 2010 - Spring 2011
- Lasuri Award — Spring 2011

ADDITIONAL SKILLS:

- Microsoft Office: Word, Excel, PowerPoint, and Publisher.
- Computer Skills.

Alejandra Frausto

[redacted]

EDUCATION:

2012-Present **DePaul University** Chicago, IL.
Master of Arts in Educational Leadership,
Expected completion Fall 2013

2001-2005 **University Of Illinois at Chicago** Chicago, IL.
Bachelor of Science in Secondary Education, May 2005
Teaching of Chemistry

1999-2001 **Wright College** Chicago, IL.

1995-1999 **Whitney Young Magnet High School** Chicago, IL.
City Champion High School Debate 1998
National Hispanic Scholar Semi-Finalist

CERTIFICATION:

August 2009 Illinois State Board of Education Type 09 Standard Certificate #2403974
Secondary Teaching with an endorsement in chemistry

ESL Endorsement (pending 1 course completion)

TEACHING EXPERIENCE:

2007 – Present **Rudy Lozano Leadership Academy** Chicago, IL

Curriculum Consultant 2012 – present

- Collaboratively designed and facilitated school-wide professional development
- Coaching support for math, science and social studies teachers on social justice integration, general curriculum & pedagogical improvements, assessment development,
- Collaborative development of curricular & instructional materials such as lesson plans, unit maps, critical classrooms communities, and observation systems

Curriculum Coach/Interim Lead Teacher 2010 – 2011

- Coordinate professional development for teachers
- Provide instructional & curricular alignment support to all core content area teachers and conduct walkthroughs, short and clinical observations
- Update new teacher curriculum handbook
- Helped coordinate TABE and PSAE testing
- Supervised departmental *Interim Assessment* cycle and artifacts

Science Department Chair & Teacher 2007 – 2011

- Develop socially just, inquiry-based, and context responsive curriculum, including summative and formative objective and performance assessments, activities, labs, readings, and lesson plans in chemistry.
- Created, designed and implemented algebra curriculum aligned to chemistry.
- Taught and developed curriculum and lesson plans for environmental science, physics, biology, art, media arts
- Review department curriculum maps, lesson plans, and assessments and provide the appropriate assistance or support
- Developed and monitored ACT/PSAE based *Interim Assessments* for department
- Develop and monitor all science student independent studies or extra-learning assignments
- Reach out to other schools or community organizations for enrichment services or opportunities for collaboration

2011 2012 **Chicago Public Schools Substitute** Chicago, IL
Substitute teacher at Social Justice High School at GLLVHS

- Co-taught and developed curriculum for Chemistry and Physics courses

2005 – 2007 **Lincoln Park High School** Chicago, IL
Science Teacher and Debate Coach

- Developed curriculum, labs, and lesson plans for reg. environmental science and honors chemistry courses with a large focus on inquiry-based learning
- Head coach of the LPHS policy debate team and awarded *Alumni of the Year* for 2006-2007 by the Chicago Debate League (CDL)
- Taught and developed ACT/PSAE science prep tutorials and materials
- Founding sponsor of SOMOS (a Latino cultural after school program for LP youth)
- Taught and developed curriculum for an after school honors environmental science Seminar with a focus on environmental chemistry

Fall 2004 **Gage Park High School** Chicago, IL
Student Teacher

TRAINING OR PROFICIENCIES:

- Bilingual (English & Spanish) and bicultural (U.S. & Mexico)
- Proficient in Word, Excel and Power Point
- 40 hour course on Intel technology (educational online tools)
- RTI (Response to Intervention) March 2010
- PLC (Professional Learning Communities) August 2008
- 4MAT (model for teaching) August 2007

PROFESSIONAL ORGANIZATIONS

2012 – Present
American Educational Research Association, Student Member (Divisions A,B,C,G,H)

PUBLICATIONS, PRESENTATIONS, PANELS, AND WORKSHOPS

Morales-Doyle, D. and Frausto, A. "Chemistry with the community: Two teachers convergent paths to a critical curriculum." In E. Morrell, K. W. Yang, & J. Duncan-Andrade (Eds.) *The Urban Pedagogy Reader.* Peter Lang (forthcoming).

Critical Pedagogies Across Subject Areas: Comparative Perspectives from Urban Science, Elementary, and Out-of-school Educational Settings. Panel presentation at the American Educational Research Association Annual Meeting. Vancouver, British Columbia, Anticipated in April 2012

NEIU Chicago Grassroots Curriculum Taskforce Student Forum. Invited Panel member. For Northeastern Illinois University. October 2011

A Transformative High School Science Class. Presentation for The Center For Inquiry in Chicago. February 2011

Paulo Freire Forum. Invited presenter. For *Teachers for Social Justice* at the University of Illinois at Chicago, July 2010.

Practicing Transformative Teaching Across Content Areas. Professional Development facilitated with Daniel Morales-Doyle at Peoples High School in the Vallejo City Unified School District in Vallejo, California. February 2010

Pedagogy in Practice: What Does it Mean to Teach for Social Justice. Invited panel member. For the *Future Teachers for Social Justice* at the University of Illinois in Chicago, November 2009.

Truth versus Tricknology. Presentation with Daniel Morales-Doyle at the Tucson Unified School District Institute for Transformative Education, Tucson, Arizona. July 2009.

Teaching Math and Science for Social Justice. Presentation with Daniel Morales-Doyle and Rico Gutstein in Chicago, Ilinois. March 2009.

Supervised Student-led workshops, including:

- *Medicine from the Earth.* Chicago Youth Initiating Change (CYIC) EXPO in May 2010.
- *Reclaiming Indigenous Scientific Knowledge.* Free Minds Free People Conference in Houston, Texas in July 2009 & Chicago Youth Initiating Change (CYIC) EXPO in May 2009.
- *Beauty & The Beast.* Chicago Youth Initiating Change (CYIC) EXPO in May 2008.

Youth Voice and Youth Leadership. Invited panel member. Chase Urban Debate National Championship at Northwestern University School of Law. April 2008.

Peter Jang

[redacted] [redacted]
pjang@uiuc.edu

CERTIFICATION

- Type 25 Provisional Alternate Certificate, Secondary Mathematics **July 2008**

EDUCATION

- UNIVERSITY OF ILLINOIS – Urbana/Champaign, Illinois **2007 – 2009**
  - Master's Degree in *Secondary Education,* **GPA 3.98**
- UNIVERSITY OF ILLINOIS – Urbana/Champaign, Illinois **2002 – 2005**
  - Master's Degree in *Mechanical Engineering*, **GPA 3.83**
- UNIVERSITY OF ILLINOIS – Urbana/Champaign, Illinois **1998 – 2002**
  - Bachelor's Degree in *Mechanical Engineering*, **GPA 3.81** (*Highest Honors)*

EDUCATION RELATED EXPERIENCE

- *Early Field Placement*, Central High School, Champaign, IL **Spring 2008**
  - developed and taught several lesson plans for Algebra I and Algebra II
  - designed several activities including Geometer's Sketchpad lesson
- *Early Field Placement*, Jefferson Middle School, Champaign, IL **Fall 2007**
  - developed and taught lesson on algebraic problem solving
  - provided individualized instruction for struggling students
- *Tutoring*, University Laboratory High School, Champaign, IL **Fall 2007**
  - tutored student in an advanced algebra course
- *After School Program*, Banneker Club, Champaign, IL **Fall 2007**
  - participated in mathematics program for middle school students
  - designed TI-Basic program to help run graphing calculator-based robots

ADDITIONAL EXPERIENCE

- *Graduate Teaching Assistant*, University of Illinois **2002 – 2005**
  - teaching assistant for engineering course on manufacturing
  - teaching assistant for engineering course on numerical control
  - teaching assistant for engineering course on signal processing
- *Engineering Consultant*, Roh Square Consulting **2005 – 2006**
  - software consultant for client company Georgia-Pacific
  - worked in Champaign, IL, Muskogee, OK, Atlanta, GA

SPECIAL SKILLS AND INTERESTS

- *programming languages*: C, C++, Python, Matlab, Excel VBA, VB.net, TI-Basic
- *software applications*: Excel, Geometer's Sketchpad, Matlab, Mathematica

REFERENCES

- Adam Poetzel, *Assistant Professor*, University of Illinois apoetzel@uiuc.edu
- Rochelle Gutierrez, *Associate Professor*, University of Illinois rgutirrz@uiuc.edu
- Anne Munroe, *Teacher*, Champaign, IL munroean@champaignschools.org

Kasia Sanchez is the Dean of Students.

[redacted]

Kasia T. Sanchez

Education

Present DePaul University Chicago, IL
Masters in International Public Service and Administration
Expected graduation date June 2010

2004 Northeastern Illinois University Chicago, IL
Bachelors of Arts and Sciences with Honors
Major in Sociology and Minor in Spanish

- Completed Spanish minor at the Centro Panamericano de Idiomas (CPI) school in Heredia, Monteverde and Playa Flamingo, Costa Rica, 2003.

Languages

Fluent in English, Polish and Spanish.

Professional experience

12/07-present Youth Outreach Services Chicago, IL
Counselor/Team Leader

- Provided individual and family counseling.
- Created fundraising projects to help support program sustainability.
- Managed participant files, data and evaluated outcomes.
- Developed, managed and updated resource and referral database and maintained contacts with community referral sources.

10/06-12/07 Youth Outreach Services Chicago, IL
Program Coordinator

- Developed and implemented prevention program focusing on arts integration, life skills development and academic enhancement in the Cicero community.
- Responsible for recruiting, staffing, marketing and evaluating program.

02/06 – 08/06 ATD Fourth World Cusco, Peru
Outreach Facilitator: Volunteer

- Responsible for a caseload of families, required to write weekly reports and make oral presentations to keep track of progress: all conducted in Spanish.
- Organized activities for the purpose of teaching social responsibility, non-violence and a commitment to social change.

5/03 – 01/06 Foot Path Trading Chicago, IL
Marketing Manager/Import Coordinator

- Traveled to Guatemala to develop contacts, design products and open shipping lines with new suppliers: all transactions completed in Spanish.
- Responsible for buying and designing product, trade shows and displays.
- Handled daily business operations: phone, inventory control, customer complaints and accounts receivable.
- Developed innovative marketing strategies and maintained communication with international community.

Evelyn Villagomez

[redacted]

OBJECTIVE: To work up to my potential and complete all tasks given to me.

QUALIFICATIONS

I am a hardworking and punctual person, with an outgoing personality. I have learned many skills from my previous jobs along with some of the community service, and volunteer work that I have dedicated my time to.
I have learned to work and associate myself with all kinds of people, and I know that I am qualified to take on to any job that is offered to me.

EDUCATION

2002-2006	High School Diploma, Thomas Kelly High School
2006-present	Currently Attending, Moraine Valley Community College

VOLUNTEER WORK:

2006-present	Chicago Memory Bridge Program
2007-present	Young Professinals Program for PNCC
2006-present	Tutoring Kids at Burroughs Elementary

EMPLOYMENT

09/2006-02/2007 Sales Person, Gusmanos Corporation

I had to greet everyone that walked into the store and offer all the help necessary, in order for the customer to leave fully satisfied. Most importantly I had to be punctual and maintain good attendance.

04/2006- 08/2006 Cashier, La Cocina Restaurant

I would take orders, and I was in charge of my cash register from the time that I came in, to the time I left. It was also important to work together with my co-workers to finish all the taks given to us by the manager.

SPECIAL SKILLS

Microsoft Word
Microsoft Power Point
Microsoft Publisher
Type 50 wpm

REFERENCES

Ms. Nadia Flores

(312) 593-2372

Carolina Velez

6048 S. Komensky Ave ~ Chicago, IL 60629 ~ c.velez@idpl.org (773) 507-3035

EDUCATION:

University of Illinois at Chicago, Chicago, IL — ***May 2006***
Bachelor of Arts in Secondary Education- English
Concentration in English Middle School Endorsement
English as a Second Language Approval

Teaching English as a Foreign Language Institute, Chicago, IL — ***July 2006***
TEFL Professional Certificate,

CERTIFICATION
Illinois Certification Type 9 in English and Spanish

TEACHING LEADERSHIP EXPERIENCE:

Teacher-Spanish, — **2010-2011**
Rudy Lozano Alternative High School, Chicago, IL

Teaacher-Spanish, 9th-12th graders — **2009-2010**
Robeson High School, Chicago, IL

- Inspire students to learn a new language and culture
- Collect department data to drive instruction
- Sponsored Spanish Club

Teacher –ESL, Spanish, 6th & 7th graders — ***March 2008-May-2009***
Yes Preparatory Charter School, Houston, TX
Selected to teach in a high performing middle school in Houston, committed to increase the number of low income Houstonians who graduate from a four-year college

- Designed and implemented Spanish curriculum in its first year inception
- Led 85 students to attain high performance in Spanish end of semester district exam 2008 with 98% of students passing
- Inspired students to reach their maximum academic potential through use of innovative techniques such as goal setting, movement, and chanting

Teacher -ESL, Adults — ***Fall 2007***
Executive English, Argentina, South America

- Taught conversational English to adults

Teacher-ESL, 6,7, 8th graders — ***Jan-June 2007***
Evergreen Academy Middle School, Chicago, IL

- Taught core curriculum to English language learners covering subjects such as Science, English, Writing, and Social Studies
- Introduced hands on activities such as journal writing, poems, short stories, and brochures
- Read novels, short stories, poems, and newspapers
- Taught grammar, new vocabulary, and note-taking skills

Student Advocate, — ***February 2005 – May 2007***
Gear Up, Chicago, IL

- Chaperoned college tours for over 100 high school students
- Assisted students with college applications and FAFSA forms

Jaclyn M. Rodríguez

[redacted]

Objective: To obtain position as a teaching position with Rudy Lozano Leadership Academy

Education: University of Illinois at Chicago, B.A. Teaching of History Type 09 certification
B.A. Anthropology

Awards: Jefferson Award '08 First Undergraduate to receive it at UIC
Martin Luther King Scholarship '06
LARES Tuition Award '07
UIC College of Liberal Arts and Sciences Dean's List '05-'08
Mexican Students de Aztlan Award '05
UIC Chancellor's Student Service Award '08

Skills: Bilingual (Spanish), Grant Writing/Oral Presentations of grant proposals, organize, Community Organizer, public speaking, Microsoft Word, Excel, PowerPoint, Knowledgebase, and Educator

Related Experience: **BLAST After School Program** 01/09- present
Educator, Unity Middle School
2 classes (Nutrition/ Visual Arts)
Created my own curriculum and after school activities with final projects
Organize guest speakers and Field Trips

Marie Curie Metro High School: 09/08- 12/08
Student Teaching
4 classes 2 preps (Urban Studies / Law)
120 students
Created my own curriculum around Chicago History
Prepare Law students for mock trials competition
Organize my own school assembly / Field Trips
Brought two guest speakers from Florida and California

Marie Curie Metro High School: 03/08- 04/08
Clinical
4 classes I prep (Urban Studies)
110 students
Created my own curriculum around Poverty in Chicago

Richards Career Academy: 08/ 08- 09/08
Assisted and observed in self-contained classes with LD/BD students in all subjects Aided in inclusive classrooms with mathematics teacher with LD/BD students
Translated math terms from Spanish to English for ELL students.

Professional Development:

History Alive! Curriculum building for Social Studies, Morton East High School October 2008
R.T.I., workshop on Universal Design and strategies on team teaching with special ed students, UIC, Oct. 2008

Community Involvement:

FloRESISTE 02/09- present Event Planning and Promotion Team
Bailongo Sonidero 07/08- present Grassroots Music Promotion
Chiapas Media Project 08/06- present Support Committee Chair
ChicagOtra 08/05- 12/08 Collective Member
Mexican Students de Aztlan 08/04- 12/08 Junta Member, Escucha Mi Grito Committee Chair, Secretary &Vice-President

Special Events:

Benefit show for FloRESITE, Café Catedral, May 23, 2009
Organizer

Seeds of Change, Quennect 4, May 2, 2009
Organizer

Olmeca La Contra Cultura Midwest Tour, April 20- April 30, 2009
Co-Coordinator

Bailongo Sonidero: ¡Sabrosura! Casa Aztlan, April 25, 2009
Organizer

Olmeca Art in Rebellion Chicago Tour, September 26- October 7, 2008
Coordinator

Bailongo Sonidero: Boogie Beats Smoothie, Universidad Popular
July 26, 2008
Organizer

El Fuego y La Palabra Benefit Show, Café Catedral, April 12, 2008
Organizer

Indigenous Film Festival of Chiapas, México / Festival de cine indígena de Chiapas, México, UIC Rafael Cintron Latino Cultural Center
October 4, 2007
Organizer

Civically Engaged Youth in the Americas Three City Perspective: Chicago, Mexico City, & Rio de Janeiro, Jane Addams Hull House
September 21, 2007
Speaker

Escucha Mi Grito Conference La semilla que produce la lucha
UIC Rafael Cintron Latino Cultural Center, September 13 -21, 2007
Organizer
Coalition of Immokalee Workers Mc Donald's Campaign Tour 2006
Ally in Chicago

References upon Request

Sixto Torres

3734 W. Sunnyside Ave. ❖ Chicago, IL 60625 ❖ Cell: 1(773) 547-9050

OBJECTIVE

To obtain a position that allows me to use my skills and experience I've acquired, an active and motivated team environment of mutual respect and trust.

SUMMARY OF QUALIFICATIONS

More than 11 years of Youth work experience
Proven ability to reach Young People were they are at using the Restorative Justice Philosophy Outreach All over the city such as Pilsen, Little village , Back of the yards, Brighten Park, west and north Lawndale, Humboldt park, Logan Square, Belmont Cragin as well as many of the Projects throughout the city
Hard working and detail oriented, with the ability to multi-task effectively
Effective leadership, motivation, and communication skills
Provide direct and indirect leadership including mentoring and development, performance management
Bilingual – Spanish

EXPERIENCE

Instituto del Progresso Latino 2008 – present

- Teacher wellness and PE
- School Counselor
- Groups
- Parent meetings
- Home visits
- Attendance
- Intervention
- Prevention
- Peace Circles
- Safety Advocate
- Enrollment / Marketing

Pilsen Wellness Center 2006-2008

- Connduct groups.
- Indivdaul and group counseling.
- Set up clinets with after care plan.
- Take clients on outings.
- Network with different agencies.
- Work with the probation officers and courts.
- Outreach

Y.M.C.A. intervention program 2005 - 2008

- Work with Chicago public schools
- Linked clients to different agencies as needed for counseling, torturing, and sports
- Station adjustments through CPD
- Gang Intervention Prevention and Outreach

Boys & Girls Clubs of Chicago 2002 – 2004

- Cease Fire Outreach worker
- Case manage up to 36 cases
- Program development
- Station adjustments through CPD
- Conduct groups
- Set up clients with after care programs
- Post-discharge fallow ups
- Gang Intervention Prevention and Outreach

Gateway Foundation State's Attorney's Drug Abuse Program 09/20/03 – 03-27-04

- Counnduct groups.
- Educate the offender about the effects of drugs and alcohol on the Body & Mind.
- Inform clients how they can get charges expunged from their record after they complete all four sessions.

Gateway Foundation_ 04/02/2002 – 04-03/2003

- Connduct groups.
- Indivdaul and group counseling.
- Set up clinets with after care plan.
- Take clients on outings.
- Network with different agencies.
- Work with the probation officers and courts.
- Do post- discharge follow up.

Y.M.C.A. intervention program 2000 – 2002

- Lead person
- Trained new staff
- Case management up to 40 cases
- Screening and assessments
- Gang Intervention Prevention and Outreach

EDUCATION

North Eastern Illinois University Chicago, IL

Sharon D. Riley

[redacted] [redacted]

Career Objective

Seeking a position as a Special Education teacher

Educational Background

University of Illinois at Chicago, Chicago IL
Bachelor of Arts, December 2007
Major: Teaching of English
Summa Cum Laude: 3.97/4.00 GPA

Certification

Illinois Type 09 Certification
Middle School Endorsement
Learning Behavior Specialist (LBS I) Endorsement

Experience

Special Education English Teacher, Rudy Lozano Leadership Academy, Chicago, IL, 2012

- Designed and lead student focus group about community needs
- Administered PSAE, ACT, TABE tests to students
- Modified gen. ed. English curriculum for SPED students
- Collaborated with Case Manager to implement appropriate accommodations and modifications

Assistant/Greeter, I Have a Dream Learning Center, Chicago, IL, 2010-2012

- Made decisions in a demanding and hectic environment
- Established daily routines with students
- Ensured student well-being, safety, and nutrition.

Graduate Student, Special Education Program, UIC, 2008-2010

- Completed over 100 hours of observation and fieldwork
- Completed 30 hours of Special Education coursework
- Administered Informal Reading Inventories (IRIs)
- Analyzed student language samples
- Prepared and taught over 20 lessons

Substitute Teacher, Chicago Public Schools, 2008

- Honed classroom management skills
- Developed distinct rapport with students daily
- Taught over 25 lessons at Mose Vines Preparatory Academy

Student Teacher, Crane Tech Prep High School, Chicago, IL, 2007

- Taught Kaplan English curriculum to 10th grade students
- Collaborated for department lesson planning sessions
- Assumed all the roles of regular classroom teacher
- Crafted units focusing on American values

Additional Experience

Trained in CPR and First Aid Administration

Computers

Windows, PowerPoint, Adobe Bridge, Adobe Photoshop Flash CS5.5, Dreamweaver, Microsoft Word, iMovie, Mac

Interests

Fiction writing, digital video, photography, website design

WOODY LAJEUNE

[redacted]

EDUCATION

National Louis University
Masters of Arts in Education, Elementary Education, Graduation Date 2009

University of Illinois at Urbana-Champaign
Bachelor of Science, Management Information Systems, May 2001

WORK EXPERIENCE

Operations Manager 08/05-06/07
Mona Lisa Stone and Tile, Kenilworth, IL & Barrington, IL

- Provided direction, leadership, and motivation to operations team by setting standards and modeling behavior for optimum customer service.
- Oversaw the receipt, processing, pricing, and movement of sales.
- Responsible for accounts receivables and payables.
- Coordinated on and off line marketing efforts.
- Began as part-time volunteer in August promoted to full-time employee in March

Math Instructor/After-School Program Coordinator 7/04-5/05
Next Generation School, Champaign, IL

- Designed curriculum for new math program for 3rd/4th grade classroom.
- Increased student's experience and interest in mathematical concepts through creative projects.
- Organized and implemented all activities and schedules for after-school students, K-5.
- Instituted and upheld relationships with parents, students, and colleagues, fostering an environment of open communication.

Resident Advisor/Programming Director 5/03-6/04
Illini Towers, Champaign, IL

- Establish and maintain relationship with residents and assist in adjustment to campus.
- Create hall-wide programs that address social, recreational, and educational aspects of residents' lives.
- Develop consistent methods of enforcing rules and regulations among residents.

Substitute Teacher 2/02-5/03
Champaign Unit #4 School District, Champaign, IL

- Responsible for successfully implementing lesson plans in absence of teacher.
- Maintain productive multicultural learning environment for students.
- Effectively teach Kindergarten through high school math, history, english, art, and music.

Algebra 2/Trigonometry Instructor 6/02-8/02
Upward Bound College Prep Academy, Urbana, IL

- Developed all lesson plans and designed and administered homework assignments and exams.
- Maintained accurate attendance and grade records of students.
- Actively participated in faculty meetings regarding implementation of program goals.
- Assessed student performance on formal basis during mid-and end-quarter grading.

ACTIVITIES

Tutor - Volunteered personal time to high school student with Algebra2/Trigonometry
Volunteer Tutor/Mentor-Douglass Community Center After-School Program, Champaign, IL
Teacher Aide, Summer Literacy Program - Champaign Unit #4 School District, Urbana, IL
Advisory Board Member/After-School Volunteer – Girls in the Game, Chicago, IL
Volunteer – Little Village Community Development Corporation, Chicago, IL

Alexander C Lopez

[redacted]

alopez19@uic.edu

Education

Bachelor's Degree in Liberal Arts and Sciences — Expected June 2007
University of Illionois at Chicago

- Major in Mathematics and a Minor in Computer Science

Associate's Degree in Liberal Arts and Sciences

- General Studies — May 2004

Experience

Instituto del Progreso Latino — 04/05 – Present
Youth Coach (Paths of Hope)

- Responsible for evaluating and assaying all new participants. Create, maintain and update confidential participant files. Monitor and communicate participants progress with staff members. Identify sources to recruit for the program. Assist employment specialist in placement and retention of the participant.

Instituto del Progreso Latino — 06/05 – 04/06
Americorp Volunteer

- As an Americorp volunteer my responsibilities include providing support to Instituto's Youth Development staff. Specifically, I lend support to staff of the Esperanza Trabajando program in the form of tutoring youth in mathematics in preparation for the GED examination. In addition, I've helped to organize a workshop on sex education awareness and directed youth in filling out applications for employment and financial aid for college.

Raquel's Cellular Technologies — 02/03 – Present
Co-Owner

- As the Co-Owner of a business, I regularly performed bookkeeping procedures to balance business finances, built and maintained strong relationships with product purchasers and vendors as well as delivered excellent customer service to clients.

Circuit City — 02/00 – 08/02
Sales Specialist

- As a Sales Specialist I made sales of audio equipment to customers, met customer's needs by finding what product they were looking for in particular and maintained adequate inventory of popular products.

Best Buy — 09/98 – 01/00
Sales Specialist

- As a Sales Specialist for Best Buy I was responsible for ensuring sufficient products were available for consumers, learned what accessories accompanied products to sell more product. The highlight of my experience with Best Buy is marked with being number one in the region for making the most sales for four consecutive months.

Associacion Pro Obrero 05/94 – 09/94
Summer Program Intern

- As a Summer Program Intern I helped to restore buildings and clean up streets in the Pilsen community. I also performed administrative tasks such as filing, faxing and handling calls and taking messages.

Skills

I am fluent in both English and Spanish. I am very familiar with Microsoft Word, Excel, Publisher, PowerPoint and advanced computer programming software. I am also very good at multi-tasking and an excellent problem-solver.

Activities

Latin American Student Organization 01/02 – 01/03

- As a member of the Latin American Student Organization I helped fundraise, organize events for the student body of Daley Community College and tutored youth from a not-for-profit organization called Latino Youth.

KRISTA E. LEWANDOWSKI

[redacted]

OBJECTIVE: SPECIAL EDUCATION TEACHER

Dedicated educator with experience in education as LD Resource teacher, English teacher, substitute teacher, public programs educator, tutor, and public relations administrator. In supervisory and teaching positions, has worked with all ages and learning abilities. Highly motivated, a creative problem-solver, and works with a high level of integrity.

EDUCATION:

UNIVERSITY OF WISCONSIN – MILWAUKEE—Milwaukee, WI
BACHELOR OF SCIENCE - MIDDLE / SECONDARY EDUCATION (6-12)
Teaching minor: ENGLISH / LANGUAGE ARTS
Conferred: December, 2003
MASTERS CLASSES IN SPECIAL EDUCATION
NORTHEASTERN ILLINOIS UNIVERSITY—Chicago, IL
Began: Fall 2006

CERTIFICATION:

ILLINOIS INITIAL TYPE 09 SECONDARY LICENSE (6-12)
ENDORSEMENT: ENGLISH / LANGUAGE ARTS
Issued: July 2005

STUDENT TEACHING / FIELDWORK:

MILWAUKEE HIGH SCHOOL OF THE ARTS—Student teaching 12th grade British Literature & 10th grade World Literature	Milwaukee, WI Spring 2003
SHOLES MIDDLE SCHOOL—Fieldwork	Milwaukee, WI Fall 2002
LLOYD STREET SCHOOL—Fieldwork	Milwaukee, WI Fall 2001

RELATED EXPERIENCE:

PUBLIC RELATIONS ADMINISTRATOR — August 2010 – Present
LANDMARK EDUCATION
First point of contact for the public relations team at an international, personal and professional training and development company. 55-hour work week, emergency contact person for media emergencies, ongoing training and development in communication and productivity, schedule staff and leaders, answer phones, create staff calendars, complete research, monitor media coverage, cover for the executive assistant to the president of the company.

SUBSTITUTE — Fall 2009—August 2010
CHICAGO PUBLIC SCHOOLS

12th GRADE ENGLISH TEACHER & ADVISOR — Fall 2008—Spring 2009
CHICAGO PUBLIC SCHOOLS
BIG PICTURE HIGH SCHOOL AT BACK OF THE YARDS

Advisor and World Literature English teacher for 12th grade. Implemented and monitored Memoir writing project and conferenced with Memoir writing coach. Implemented Big Picture internship program, met with and maintained relationships with community internship mentors, assess student internship projects, constructed a World Literature curriculum, led staff and student team-building activities, mentored student talent show project. Participated in graduation committee. Visited student homes with principal. Constructed lessons that cross content areas. Often utilized PCs and Macs with students for participation in blogs, discussion groups, email, PowerPoint, and viewing and recording video and audio. Closely monitored post-secondary plan and process. Continue to maintain positive relationships with students.

SUMMER SCHOOL ENGLISH TEACHER Summer 2007
CHICAGO PUBLIC SCHOOLS
BIG PICTURE HIGH SCHOOL AT BACK OF THE YARDS

RESOURCE TEACHER & CASE MANAGER Fall 2006—Spring 2008
CHICAGO PUBLIC SCHOOLS
BIG PICTURE HIGH SCHOOL AT BACK OF THE YARDS

Constructed, implemented and monitored student IEP goals, led IEP meetings, conferenced with students, parents, and staff regarding special education needs. Implemented accommodations and modifications in the classroom. Mentored student projects. Participated in CHSRI AIA lessons and assessment. Participated in and utilized Critical Friends protocols. Visited student homes with principal. Attended case manager meetings.

LD RESOURCE TEACHER
CICERO SCHOOL DISTRICT #99
UNITY JUNIOR HIGH SCHOOL
Provided services to 1st, 2nd, and 8th grade students with learning disabilities. Attended Annual Reviews, Re-evaluations, and High school staffings. Provided accommodations and lesson modifications to students and teachers. Managed behaviors in individuals, small groups, and classrooms. Completed Cicero new teacher Mentoring and Induction Program.

TEACHER/TUTOR
SYLVAN LEARNING CENTER October 2004 - October 2006
Taught students Academic Reading, Beginning Reading, and Math. Administered and conducted diagnostic testing. Taught and assessed various skills which include phonics and phonemic awareness, word analysis, vocabulary, comprehension, math fact fluency, and math application skills.

OTHER EXPERIENCE:
LANDMARK EDUCATION FORUM GRADUATE
Forum completed summer 2008
SEMINARS COMPLETED: Breakthroughs, Living Passionately, Money, Relationships, & Being Extraordinary.
INTRODUCTION LEADER
Introduction Leaders program completed October 2010

WRITER FOR THE CHICAGO EXAMINER Spring 2009 – present
Chicago Musicians Examiner. Conduct interviews and Q&A sessions and write articles, updates, profiles, and new events for online publication.

OPEN MIC HOST Winter 2009 – present
All ages monthly open mic host for a community event in Cicero, IL.

SINGER / SONGWRITER & ARTIST
Performances in Milwaukee and Chicago.

SOCIAL NETWORKING & ONLINE PRESENCE
Maintain music-related sites including website, Twitter, Facebook, Myspace, Reverbnation, Youtube, & Examiner.

REFERENCES:

Deb Beroset
Director of Public Relations, Landmark Education
Cell: 913-219-3605

Cynthia Nambo
Assistant Principal at Social Justice High School (2009-2010)
Helped open Big Picture High
School at Back of the Yards in Chicago and continued to provide professional development.
Cell: 312-371-1077

Lewandowski, 2012

[redacted]

KARINA GOMEZ

EDUCATION

2004-2004 Malcolm X College — Chicago, IL
Business Development
Certificate Received (June 2004)

2003-2004 West Side Technical Institute — Chicago, IL
Business Office Technology
- Microsoft Word, Excel, Access, Publisher, Power Point
- Business Office Procedures

Certificate Received (July 2004)

2003-2003 Universidad Nacional Autónoma de México/ Illinois Humanities Council/UIC — Chicago, IL
Humanities Course
- Philosophy and Literature

Diploma Received (December 2003)

2003-2003 Richard J. Daley Collage — Chicago, IL
General Education Development Course
GED Diploma Received (April 2003)

WORK EXPERIENCE

2004-2004 Chicago Silk Flowers — Chicago, IL
Florist Designer

2001-2002 Dollar and Up — Chicago, IL
Cashier

1998-1999 Muebles Delsa — Chihuahua, México
Receptionist

1997-1998 Terracotta — Chihuahua, México
Ceramic Workshop Teacher

VOLUNTEER EXPERIENCE

2003-2004 Gads Hill Center — Chicago, IL
Home Start Clerical Assistant
- Data Entry, Organize Enrollment Files
- Create Fliers, and Calendars
- Improvement of Form Formatting
- Assist with Program Events
- Create and Paint Murals

AWARDS RECEIVED

2003-2004 West Side Technical Institute — Chicago, IL
U.S. Open Borders Debate
First Place

TECHNICAL SKILLS: Microsoft Word, Excel, Access, Power Point, and Publisher

SPECIAL SKILLS: Bilingual (English and Spanish)

REFERENCES: Will be provided upon request

Miguel Angel Guevara Jr.

[redacted]

Education:

Northern Illinois University DeKalb, IL 1991-1996
B.A. Communications: Emphasis in Media
Minor: Spanish

Teaching Experience:

Street Level Video Chicago IL, Fall 1996
Taught video skills to art students at Westinghouse H.S. as part of an afterschool program for Gallery 37. The students completed two short videos which were then showed at the end of the program at Gallery 37.

Photojournalist Experience:

WSNS Television Ch. 44 Chicago, IL 2001-2002
WISN Television Ch. 12 Milwaukee, WI 1998-2001
WGBA Television Ch. 26 Green Bay, WI 1997-1998
WICD Television Ch. 15 Champaign, IL 1996-1997

Responsibilities:

Responsible for covering daily news and sports assignments

Shot and edit news stories for daily newscasts

Operate remote ENG trucks for live broadcasts

Covered investigative and series pieces for sweeps

Special Assignments:

Washington, D.C.:Confirmation of Tommy Thompson
Dept. of Health & Human Services
Pasadena, CA: Rose Bowl 2000
Phoenix, AZ: Milwaukee Brewers Spring Training

Equipment Experience:

Beta SX, DVC Pro, Beta SX, U-matic, Newsbyte editing system

Interests:

Organization of Latin American Students - President 1994
Sigma Lambda Beta Fraternity - President 1995
Voz de Alianza Estudiantil- Chairman 1996

Awards:

Illinois Broadcasters Association Minority Grant Recipient
Northern Illinois University Outstanding Leadership Award
WICD-TV Employee of the Month
Wisconsin Broadcasters Association Investigative 2000
Marquette University Greek Advisor of the Year 2001

Gema Gaete

SOUTHWEST YOUTH COLLABORATIVE.-Chicago, Illinois **2002-2000**

Summer Program Youth Counselor Supervisor

- Maintained participants files and case recording.
- Trained and managed youth counselors, tutors & volunteers.

NORTHERN ILLINOIS UNIVERSITY-DeKalb, Illinois **2003-2001**

Senate Speaker

- Trained Student Organization on budget creation
- As Finance Committee member, responsible for managing and distributing a 1.5 billion budget to over 260 student organizations.

EAST VILLAGE YOUTH PROGRAM.-Chicago, Illinois **1999-1995**

After-School Program Coordinator

- Maintained participants files and case recording.
- Met regularly with participants teachers, counselors, & parents.
- Trained and managed tutors and volunteers.

PUBLIC ALLIES.-Chicago, Illinois **1996-1995**

Allie

- Partnered with youth media organization to train youth in video production.
- Partnered with The Chicago Historical Society to showcase youth documentary.
- Secured funding for youth summer internship.

Volunteer

LA CASITA PARENT YOUTH CENTER.-Chicago,Illinois **Present -2010**

- Along with Whittier Committee members, advocated for and secured $536,000 in TIF and state funds to renovate Whittier Elelmentary Fieldhouse.
- Trained Whittier Committee members in Press Release creation and Media Relations.
- Partnered with Architecture for Humanity to create community driven renovation design for Whittier Elementary Fieldhouse.
- Oversee Afterschool Program.
- Train volunteers.
- Maintian organizational files.
- Train Whittier Committee members in Budget creation and maintenance.

Education

NORTHERN ILLINOIS UNIVERSITY – DeKalb, IL
Bachelor of Arts History Degree, 2003 GPA: 3.54/4.0

Awards

Presidential Leadership Tuition Waiver2003, Dean's List Spring 2003, Fall 2002, Senior Leadership Award 2003, Junior Leadership 2002, Who's Who of American Colleges & Universities 2002

3046 S. St. Louis ◆ Chicago, IL 60623 ◆ (773) 431-1431 ◆ gema.gaete@gmail.com

Gema Gaete

[redacted]

Profile

Self-Motivated,Creative,Resourceful, Passion for youth and social justice. Able to multi-task in a fast paced environment.High level of organization and professionalism.Creative in proposing new ideas and programs. Attention to detail and ability to deliver quality professional work. Excellent writteen and verbal communication skills and interpersonal skills. Strong organizational skills.. Dynamic leadership abilities. Self-starter and fast-learner . Flexible and versatile – able to maintain a sense of humor under pressure. Poised and competent with demonstrated ability to easily transcend cultural differences.

Employment History

PILSEN ALLIANCE.-Chicago, Illinois **2010-2009**

Education Organizer

- Developed, Implemented & Recruited Participants for Parent Education Empowerment Workshops Series
- Co-authored & Implemented Womens Leadership & Economic Justice curriculum in partnership with Women Economic Justice.
- In unison with members of Whittier Parent Committee advocated and secured 1.5 million in TIF funds for capitol improvements to Whittier Elementary.

RECOVERY SCHOOL DISTRICT.- New Orleans, Louisiana **2008-2007**

Community/Parent Liason

- Provided orientation of school and community resources for Spanish speaking parents and students.
- Translated and advocated for Spanish speaking parents and students to teachers, counselors, social workers and school administrators thru-out the school district.
- Translated all external documents for Recovery School District.

MUJERES LATINAS EN ACCION.-Chicago, Illinois **2006-2004**

Proyecto Juventud Coordinator/Mother Daughter Facilitator

- Coordinated & facilitated youth empowerment retreat.
- Facilitated life skills workshops and discussion groups on HIV/STDs, substance abuse, violence prevention, conflict resolution, anger management, individual and social responsibility, and healthy decision-making.
- Developed & implemented comprehensive sex education curriculum.
- Secured funding to support youth internships.
- Trained participants in fundraising techniques.
- Partnered with non-profit organizations to provide participants with a variety of community resources.
- Recruited participants for a 15-week program that provided tools to overcome cultural and generational barriers through leadership development training.
- Enhanced & updated Mother/Daughter curriculum.

Peace Program Coordinator **2004-2003**

- Maintained participants files and case recording.
- Met regularly with participants teachers, counselors, & parents.
- Trained and managed youth counselors, tutors & volunteers.
- Developed & implemented Chicano & African American History curriculum.
- Created and managed programmatic annual budget.
- Secured funding to support creative arts & recreational activities.

Joy Evans

[redacted]

Professional Experience

Youth Connection Charter School, Chicago, IL — 2005-present
Lead Education Generalist, School Improvement Department

Achievements:

- Secured state grant funding for a new Advanced Placement program at three campuses
- Coordinated professional development and school improvement activities at several campuses and school wide
- Contributed to key school wide initiatives, such as the Fundamental Design Principles and the recent charter renewal application
- Established a successful student summer camp at Dominican University

Mose Vines Preparatory Academy, Chicago, IL — 2003-2005
English I and II, Reading in the Language Arts, Beginning Composition, World Literature

Achievements:

- Coordinated community activities for our career-based Intermission program
- Conducted Action Research project to investigate the effect of Socratic Seminars on reading comprehension
- Fully trained in 4MAT and the Paideia method of instruction

Chicago International Charter School, Chicago, IL — 2000-2002
English III and IV, Journalism, Creative Writing

Achievements:

- Served as 9-12 Curriculum Coordinator for one year, during which I led department meetings, coordinated an after-school tutoring program, and developed a comprehensive standards-based scope and sequence for grades 11 and 12
- Started *the Panther Press*, the first student newspaper
- Developed Journalism and Creative Writing elective courses, the first in the school
- Served as 2002 Senior Sponsor, coordinating with student council to plan events

Rosa Fort High School, Tunica, MS — 1998-2000
English I and II

Achievements:

- Launched the first student newspaper at the school, *the Rosa Fort Newsletter*, edited and formatted student submissions for the paper
- Developed an accelerated curriculum for grades 10, 11, and 12
- Served as Assistant Coach for the girls' softball team

Other Experience

SCORE!Prep, Chicago, IL — 2002-2004
ACT/SAT Tutor

Literacy Works, Chicago, IL — Summer 2001
Tutor: English as a Second Language (ESL)

Education

Master of Arts, Curriculum and Instruction — University of Mississippi, 2000
Bachelor of Arts, English Language and Literature — University of Chicago, 1998

References

Available upon request.

Ricardo Diaz

[redacted]

Education

Northeastern Illinois University at Chicago, IL
BS in Mathematics, emphasis in Economics, expected in May 2006

Experience

Aspira Inc. of Illinois, Chicago, IL
High School Mathematics Teacher (August 1999 – July 2004)
♦Managed and delegated responsibilities to student population of approximately 150 students
♦Assisted in the creation of the student handbook
♦Proctored state issued examinations in order to gauge student progress
♦Participated in the inaugural Alternative Students Network Conference (03-04)
♦Created and developed school curriculum and individual lesson plans aligned to state goals
♦Chaired Math and Science department (2001)

Lewis University, Romeoville, IL
Admissions Counselor (November 1998 – June 1999)
♦Recruited inner-city youths at college fairs, high schools, and conferences
♦Coordinated student/family campus visits and resource presentations
♦Promoted Lewis University to prospective students through mailings, tours, and open houses
♦Administered residual ACT exams
♦Reviewed student application and file to determine acceptance or denial
♦Worked in the retention of Latino students as the Staff Advisor for the Latin American Student Organization and the Sigma Lambda Beta fraternity

Bridge Transition Program, University of Illinois at Urbana-Champaign
Academic Counselor (May 1998 – September 1998)
♦Tutored approximately 50 students in college algebra and trigonometry
♦Collaborated with the Director in designing the tutorial portion of the program
♦Counseled potential students in the social/emotional transition to college

Qualifications

Received Lunar Certification from NASA in the summer of 2001
Obtained certificates from the Illinois Certification Testing System (ICTS) in Basic Skills and in Subject Matter (Mathematics) in 2003-2004

References

Available upon request

Stephanie M. Calderon

[redacted]

Skills

Computer skills: Working knowledge in Microsoft Word, Microsoft Excel, QuickBooks, PowerPoint and Windows7

Professional Experience

China Doll Restaurant ~ Chicago, IL — April 2009 – September 2011
Receptionist, Bookkeeper

- Answered calls taking incoming phone orders for deliveries/pick-ups
- Performed cashier functions
- Balanced all daily cash and credit cards transactions

George S. May International ~ Park Ridge, IL — June 2004 – March 2009
Administrative Assistant, Management Services
Administrative Assistant, IT and other departments
Administrator, Office Manager (Las Vegas, NV)

- Skilled in all aspects of recording transactions, reconciling accounts, and ensuring accuracy and completeness of data
- Proficiency in managing accounts payable and accounts receivable and generating invoices and checks
- Payroll administrator - entered and processed all details of payroll
- Ensured that there was staff coverage where needed on a daily basis
- Assisted in departments that were short staffed
- Coordinator for office meeting and office events
- Able to learn proprietary systems/applications quickly
- Daily banking including bank statements, wire transfers, process expense reports
- Managed office staff of 12, and 90 telemarketers including interviewing, hiring, terminations
- Time management of staff, time recording of employees
- Coordinated all company events according to budget
- Coordinated travel
- IT Technology - generated reports of employees' web use
- IT Technology - Repaired printers, recorded backup tapes daily

First Associates ~ Chicago, IL — January 2004 - March 2004
Clerical, Administrative duties

McDaniel's Beauty School ~ Chicago, IL — February 1999 - December 2003
Clerical, Student enrollment, Financial Aid

Education

Oakton Community College, Des Plaines, IL

- Accounting classes
- Business Management courses

Matthew R. Carlson

[redacted]

http://www.linkedin.com/pub/matthew-carlson/18/761/2a7

Personal Recommendations

"...clearly articulated the importance of strategic planning by identifying the procedures, components, the steps and major sections involved in strategic planning, as well as discussing how strategic planning meets the needs of the organization and how it is linked to operational planning..."

Dr. Jolly Holden, Ed.D.
School of Education
American InterContinental University

"He gets the 'big picture,' recognizing he is teaching students first; subject matter, second."

John Langfeld
Assistant Principal
Morton West High School

Professional Profile

Higher Education Administrator with nearly ten years of diverse work experience ranging from secondary education to collegiate admissions. Excited and passionate about the art of education and looking to utilize new educational technologies to aid in facilitation of student learning.

- Holds Masters Degree in Education with a concentration in Leadership of Educational Organizations and Bachelors Degree in Science with a major in Biology and a minor in General Science.
- Experienced in use of course management systems, e.g., Moodle and Blackboard, as well as Web 2.0 applications, Internet, and other educational software.
- Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in learners of all ages.

Education, Honors, and Certifications

- **Masters in Education: Leadership of Educational Organizations**
  American InterContinental University, Hoffman Estates, IL - 2008
  GPA: 4.0/4.0
- **Bachelor of Science in Biology**
  Western Illinois University, Macomb, IL - 2001
- **Beta Beta Beta National Biology Honor Society Member**
- **Certifications**
  IL State Secondary Education - 2001-2012
  Using Moodle Course Management Systems - 2009

Key Qualifications

- Certified in Using Moodle 2009.
- Able to utilize instructional design methodologies, e.g., ADDIE, to effectively assess learners' educational needs and then create useful and engaging educational materials.
- Employs a variety of learning theories, i.e., behaviorism, cognitivism, constructivism, and connectivism, as well as pedagogical strategies in the creation of activities and lessons.
- Incorporates strategic planning protocols such as front-end evaluation and SWOT analysis into problem solving and critical thinking scenarios.
- Implements educational and technological research into designing and developing new approaches to engage learners.
- Solid understanding of adult learning theory and application in a variety of situations.

"...works well with kids ... frequently requested by teachers ... always on time ... gets along well with the staff ... has a firm grasp on his content."

Susan M. Illingworth
Math/Science Division Head
Rolling Meadows High School

Experienced Educator and Advisor

- As a dedicated educator, I provided a solid foundation for students to succeed in their studies through the use of innovative instructional design methodologies and technologies. My responsibilities included creating engaging, interactive, and informative lesson plans addressing a variety of learners, managing classroom discipline, grade record keeping, and other miscellaneous administrative tasks.
- As a National Admissions Advisor, I was tasked with qualitatively interviewing prospective students to discern their interests, desires, and motivations regarding career and educational goals. If the prospective students were a good fit for our school, I advised and explained the undergraduate and graduate degree program offerings. After students were enrolled, I aided in the matriculation process by coordinating relations with various departments such as financial aid. As an active graduate student, I facilitated retention initiatives via comprehensive follow-ups with struggling students and by encouraging time management, organizational skills, and active participation in class projects and discussion boards.

Computer Skills

- **Software:** Blackboard Academic Suite, Moodle Course Management Systems, Elluminate Live! Web-Conferencing, and Aventa Front Office.

Employment

Collegiate Admission Positions

- **National Admissions Advisor**
  July 2005 to February 2009
  Career Education Corporation
  American InterContinental University, Chicago, IL 60631

"He helped me to develop as an advocate of education ... stressed the importance of 'finding the one' and treating each student as my first priority."

Terrence Harris
Senior National Admissions Advisor
American InterContinental University

Secondary Education Positions

- **Adjunct Online Instructor**
  August 2010 to present
  Aventa Learning, Anthem AZ 85086
- **Substitute Teacher, Grades Nine through Twelve**
  September 2004 to June 2005
  Township High School District 214, Arlington Heights, IL 60005
- **High School Science Teacher, Earth Science and Biology**
  August 2003 to August 2004
  J. Sterling Morton West High School District 201, Berwyn, IL 60402
- **High School Science Teacher, Biology and Physical Science**
  August 2001 to August 2003
  Proviso East High School District 209, Maywood, IL 60153
- **Student Teacher, Grades Seven through Twelve**
  January 2001 to April 2001
  V.I.T. Community Unit School District 2, Table Grove, IL 61482

PATRICIA M. BUENROSTRO

[redacted] pbuenr1@uic.edu

EDUCATION

University of Illinois, Chicago, IL
PhD in Curriculum & Instruction, Mathematics Education 2013, anticipated

University of Illinois, Urbana-Champaign, IL
B.S. in Mechanical Engineering 1997

AWARDS

Diversifying Faculty in Illinois (DFI) Fellow, UIC 8/2007 – 5/2011
Tuition Waiver plus $14,000 annual stipend awarded to graduate students working towards doctoral degree In Illinois.

Collaborative for Equity and Justice in Education (CEJE) Fellow, UIC 1/2007 – 5/2007
Tuition Waiver plus $14,000 annual stipend awarded to graduate students working on justice-related issues in education.

Center for Mathematics Education of Latinos (CEMELA) Fellow, UIC 8/2005 – 12/2006
Tuition Waiver plus $19,000 annual stipend awarded to graduate students working on mathematics-related project.

President's Award Program (PAP) Recipient, UIUC 8/1988 – 5/1993
Needs and merit-based scholarship – Full tuition and $10,000 annual stipend

Council for Basic Education, Interdisciplinary Studies Fellow 9/1999 – 6/2000

TEACHING EXPERIENCE – POST-SECONDARY

Instructor (Graduate Assistanship) – CI 342 – Teaching & Learning Mathematics Fall 2012
Methods course in teaching mathematics for elementary education pre-service teachers with corresponding field experience.

Instructor (Graduate Assistanship) – ED 194 - Special Topics in Education Fall 2010, 2009
Mathematics class designed for pre-service elementary teachers with low math scores

Instructor (Graduate Assistanship) – CI 507 – Teaching & Learning Mathematics Spring 2010
Graduate-level course for pre-service teachers

TEACHING EXPERIENCE – COMMUNITY-BASED ORGANIZATIONS

Citizenship Instructor – Instituto del Progreso Latino Fall 2011-Present
Civics & ESL for adults preparing for the USCIS Citizenship Interview

Parent Organizer – Erie Neighborhood House 1996 - 1997
Facilitated leadership development training for parent groups at 6 elementary schools

Math & GED Instructor – Erie Neighborhood House Fall 1996
Basic Math to adults in Banking Program and GED classes to young adults

TEACHING EXPERIENCE –SECONDARY

Mathematics Teacher – UIC College Prep, Chicago, IL 2/2012 – 6/2012
Freshman Algebra Recovery Course

Mathematics Teacher – North Lawndale College Prep High School, Chicago, IL 6/2008 – 5/2009
Algebra I & II and Geometry

Mathematics Teacher – Young Women's Leadership Charter School, Chicago, IL 7/2001 – 7/2005
Taught mathematics courses (8-12), established Family Advisory Council, Mentor Teacher, Professional Development Coordinator for staff of 30+

Mathematics Facilitator/Coach – Council for Teacher Education, UIC 8/2000 – 6/2001

Worked with math and special education teachers to implement inquiry-based curriculum and integrate reading and writing strategies

Mathematics Teacher – Nuestra America Charter School, Chicago, IL 8/1997 – 6/2000
Nuestra America Charter School, Chicago, IL

Mathematics Teacher – Latino Youth Alternative High School, Chicago, IL 8/1993 – 7/1995
Mathematics teacher

PROFESSIONAL DEVELOPMENT EXPERIENCE

Chicago High School Redesign Initiative – Authentic Intellectual Work Project, Chicago, IL
Mathematics Lead Facilitator 1/2006 – 5/2008
Facilitated mathematics teachers through development/use of authentic instruction-based rubrics

Interactive Mathematics Program (IMP), Chicago, IL
IMP Curriculum Facilitator 5/1998 – 8/2007
Coordinated and facilitated professional development workshops to high school teachers including Chicago Public Schools Step-Up program (2004-2006)

National Council of La Raza (NCLR)– Early College Project (ECP), Milwaukee, WI
School Facilitator 9/2006 – 6/2008
Facilitated in-service workshops for ECP schools

National Council of La Raza (NCLR)– New Teacher Professional Development Institute, Pomona, CA
Curriculum Facilitator 8/2003
Facilitated workshops for new teachers in NCLR national network on curriculum development

PRESENTATIONS AND PAPERS

"Analyzing Video from an Urban 'Math for Social Justice' Classroom"
Buenrostro, P., Balasubramanian, A.,& Gutstein, E.
Presentation to be given at the annual Research Presession of the National Council of Teachers of Mathematics, Indianapolis. April, 2011

"Developing and Teaching Critical and Culturally-Relevant Mathematics in Urban Schools"
Gutstein, E., Balasubramanian, A., & Buenrostro, P.
Presentation to be given at the annual Research Presession of the National Council of Teachers of Mathematics, Indianapolis. April, 2011

"Using Mathematics as a Weapon in the Struggle: Challenges and Possibilities in the Classroom"
Gutstein, E. & Buenrostro, P.
Presentation given at the Creating Balance in an Unjust World Conference, Brooklyn, NY. October, 2010

"Experiences of Urban High School Students of Color with Critical Mathematics"
Gutstein, E., Balasubramanian, A., & Buenrostro, P.
Presentation given at the annual Research Presession of the National Council of Teachers of Mathematics, San Diego. April, 2010

"Developing Social Justice Mathematics Curriculum in a Chicago Public School"
Gutstein, E., Blunt, A., Buenrostro, P., Gonzalez, V., Hill, D., Rivera, R., & Sia, J.
Paper presented at the annual meeting of the American Educational Research Association, Chicago. April, 2007

"Examining the Promises and Complexities of Teaching Mathematics for Social Justice in Latino/a Contexts"
Aguirre, J., Buenrostro, P., Diez, J., Gutstein, E., Simic, K., Turner, E. & Varley, M.

Paper presented at the annual meeting of the American Educational Research Association, Chicago. April, 2007

Panelist
Buenrostro, P., Frankenstein, M., Gutstein, E., Moses, R., Wilkerson, C., & Yang, W.
Creating Balance in an Unjust World, Brooklyn, NY. April, 2007

"Teaching Mathematics for Social Justice: Where is the Mathematics?"
Brantlinger, A., Buenrostro, P., & Gutstein, E.
Paper presented at the Annual Research Presession of the National Council of Teachers of Mathematics, Atlanta, GA. April, 2007

"Community Issue Gives Rise to Mathematical Problem: Teaching Mathematics for Social Justice in a Latina/o Context"
Buenrostro, P.
Poster Presentation at the NSF-sponsored Centers for Learning and Teaching Network Conference, Washington, D.C. February, 2006

MEMBERSHIPS

National Council of Teachers of Mathematics
American Educational Research Association

Jonah Bondurant

[redacted]

Objective A position teaching English or ESL in which my leadership and collaborative skills can contribute to a dynamic school.

Certification *Type 09 English & Type 29 Spanish Bilingual*
Endorsed for ESL
Endorsed for Middle School, Language Arts
Circle Keeper/Facilitator (Restorative Justice)

Education

University of Illinois at Chicago M.Ed July 2010
- Masters of Education in Instructional Leadership concentrating in ESL/Bilingual Education
- Bachelor of Arts in the Teaching of English, Magna Cum Laude
- Deans List every semester, overall GPA 3.85, major GPA 4.0

Teaching Experience

St. Augustine College: *Adjunct Instructor* August 2010 – Present
- Taught ESL Levels I & II and English Composition
- Developed students' oral skills through public presentations
- Published a magazine of student writing
- Used student work and peer editing to create relevant dialogue around writing

Dorothy Stang Adult Popular Education High School: *ESL Instructor & Program Coordinator*
- Co-coordinated student and faculty recruitment August 2010 - Present
- Team taught ESL and developed students' presentation skills through modeling and feedback
- Created structured occasions to practice discussion

York Alternative High School: *English Teacher* Fall 2007-Summer 2009
- Taught all four core English classes and emphasized authentic writing occasions
- Co-wrote three units for new curriculum including media literacy and professional writing
- Participated in various teacher leadership activities: Discipline Committee, LSC, PPLC

Mather High School: *Student Teacher* Spring 2007
- Taught ESL Survey Literature and World Literature
- Enhanced student learning by engaging students' life experience through drama and discussion

Work Experience

UIC Writing Center: *Staff Tutor* January 2003 - December 2006
- Tutored all levels and disciplines of writing and organized and presented workshops on writing
- Organized, moderated and presented at National Conference on Writing Centers
- Created writing and tutoring programs for students in CPS

Volunteer Experience

Teachers for Social Justice: *Active Core Member and Food Coordinator* 2008-Present
- Coordinated city-wide curriculum fair and organized LSC summit
- Planned Teacher Inquiry to Action Groups (ItAGs)
- Arranged forum on restorative justice and the schoolhouse to jailhouse pipeline

Student Network for Immigrant Rights: *Activist and Vice-President of UIC chapter* 2006
- Organized marches, rallies, speak-outs, political forums, teach-ins and national network of immigrant rights activists

Katrina on the Ground: *Volunteer* Spring Break 2006
- Gutted houses and readied them for habitation
- Received education about civil rights era and politics and social movement of post-Katrina New Orleans

References

Kim Bradley, Lead Teacher, York Alt. H.S. 312-949-1343 (home) 773-263-0094 (cell)
Megan Wells, Former Dorothy Stang Program Coordinator 773-517-4784
Sarah Atlas, TSJ Coordinating Committee, 510-326-8069

VICTOR ARROYO

[redacted]

EDUCATION:

Columbia College, Chicago, IL 2004-2008
Bachelor of Fine Art, Major: Film/Video

PROFESSIONAL EXPERIENCE

Chicago Public Schools, *Children and Family Benefits Liaison* 2009-Present

- Provide case management for recipients of income support to ensure their sustained receipt
- Generate public benefits application to potential eligible households and assist with the submission of the application
- Collaborate with school administrators in South Chicago and parent school council to schedule outreach events, monthly workshops and create material on public benefits for families
- Cultivate and maintain partnerships with community based organizations and state agencies such as the Illinois Department of Health Care, Family Services and the Illinois Department of Human Services
- Develop monthly reports, including documentation on daily schedules, a record of interaction with families, activities and events
- Provide resources for families on certain issues such as immigration, domestic violence, and housing

Instituto Del Progreso Latino, *Citizenship Instructor* 2008-2010

- Developed and implemented weekly lessons plans based on Social Justice and Civics
- Scheduled bi weekly student conferences to evaluate and analyze student's performances
- Facilitate weekly workshops targeting college and career planning, computer literacy and civics
- Participate in monthly citizenship workshops to assist in the naturalization process of residents

ENLACE, *Tutor/Mentor* 2008-2009

- Helped students complete homework assignments
- Coordinated extracurricular activities to ensure student's success in school
- Held monthly conference with each student to track progress in school and at home
- Scheduled monthly home visits with student's who have behavior and academic issues
- Attended weekly meetings with Academic Coordinator and teachers to discuss student's improvement

Centro Sin Fronteras, *Community Organizer and Adult Education Coordinator* 2005-2009

- Organized community base citizenship, and "Know your rights" immigration workshops
- Served as a Spanish interpreter and translator for immigration lawyer
- Registered students for adult education classes
- Administered data entry for grant reports
- Lobbied and launched different immigration campaigns for immigrant rights and fundraised for the campaigns

Affiliations and Volunteer Experience

Voices Unheard Youth Group, *Founder* 2008-Present
Nahualli Aztec Dance Group, *Community Coordinator* 2003-Present
Bibloteca Popular, *Collective member* 2010-Present
El Zocalo Urbano- *Youth/Community Coordinator* 2007-2009

SKILLS

- Excellent personal motivation with the ability to build and work collaboratively in a team environment and independently
- Proven track record in initiating, promoting and maintaining strong interpersonal relations
- Experienced in Microsoft Office (Word, Power-Point, Excel, Outlook) and Avid Editing Systems
- Verbal/written communication skills in English and Spanish and bicultural.

Karen Arana

[redacted]

SPECIAL EDUCATION TEACHER

OBJECTIVE:

I am seeking a position as a Special Education Teacher. I previously worked as a Special Education Teacher in a self-contained classroom with students in 4th and 5th grades. I also have prior experience teaching in a general education second grade classroom during 2008-2009 school year. I received my type 10 teaching certificate in August 2010. I previously obtained a type 03 teaching certificate in February 2007.

EDUCATION:

TRINITY CHRISTIAN COLLEGE (GPA: 3.78)

PALOS HEIGHTS, IL.

I have obtained my Special Education Certificate. I have a type 10 with LBS1 unlimited. I graduated in February 2008 with a Bachelor of Arts degree with a major in Elementary Education and a minor in Psychology. Endorsements: Self Contained K-9, Language Arts, General Science, and Social Science.

MORAINE VALLEY COMMUNITY COLLEGE

PALOS HILLS, IL.

I completed all general requirement classes as well as many Science and Social Science classes. I also completed two Math for Teachers classes.

WORK EXPERIENCE:

NORTH PALOS SCHOOL DIST. 117 HICKORY HILLS, IL.

12/2011-06/05/12 (708) 598-5713

I previously worked as a teacher in a Self-Contained Special Education classroom at Oak Ridge Elementary School. The classroom consisted of 7 students in 4th and 5th grade. This classroom had students with cognitive impairments as well as some physical impairments. All lessons were adapted to meet the needs of the student. Manipulatives and visuals were used whenever possible. I developed a positive learning environment for my students while maintaining a good rapport with them. I also established open communication lines between myself and the parents. I have written and implemented IEP goals using Easy IEP and participated in student re-evaluations. I truly enjoy teaching this class. It is wonderful to see the progress that the students

are achieving. While working within this district, I have taught in their after school reading program for 3 years. In this program, I have taught 2nd and 3rd grades.

NORTH PALOS SCHOOL DIST. 117 HICKORY HILLS, IL.
09/2008-06/2010 (708) 233-6800
I successfully took over for a teacher on medical leave in October 2009 until the end of the school year at Glen Oaks Elementary School. I was responsible for a 2nd grade classroom with 29 students. Leveled reading groups were successfully implemented within the classroom. I had the opportunity to work collaboratively with one of the schools reading specialists due to her "pushing in" during Reading. The reading class was taught as a co-taught class. All classes were taught with enthusiasm and an appreciation of all learners and their learning style. I took an active role in implementing IEP's for the students in my classroom. I was able to successfully fulfill all of the classroom responsibilities, such as creating lesson plans, grading, report cards, as well as the day to day functions of the classroom.

STUDENT TEACHING EXPERIENCE

ELIM CHRISTIAN SCHOOL PALOS HEIGHTS, IL.
(708) 389-0555
This was a practicum teaching experience. I was in a primary classroom of low incidence disabilities. All lesson plans had to be adapted to meet the educational needs of the students. The students were all non-verbal and used technology devices in order to assist them with communication. I worked with Boardmaker to create adapted books and inlays to further allow the students to participate in the lessons. While at Elim, I worked with students to help further their progress in achieving their IEP goals.

CERTIFICATIONS HELD:

ILLINOIS SPECIAL EDUCATION TEACHING CERTIFICATE (Type 10)

Valid for teaching ages 3-21
Endorsements: LBS1 unlimited
Middle School Endorsements: General Science, Language Arts, and Social Science
Certificate number: 2456909

ILLINOIS ELEMENTARY TEACHING CERTIFICATE (Type 03)

Valid for teaching Kindergarten to Grade 9
Middle School Endorsements: General Science, Language Arts, and Social Science
Certificate number: 2325342

REFERENCES:

Diana Rhodes	Gaylyn Grimm	Kim Dignin
Oak Ridge School	Glen Oaks School	Glen Oaks School
3rd Grade Teacher	Principal	Reading Specialist
(708) 233-4696	(708) 233-6800	(708) 233-5893

CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

(a) All items described in the application requirements;

(b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;

(c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;

(d) 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;

(e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;

(f) A copy of proof of applicant's non-profit status;

(g) The applicants' DUNS and TIN numbers;

(h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;

(i) Such other information and assurances as the Secretary may require;

(j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and

(k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Juan Salgado	President and CEO
NAME OF AUTHORIZED OFFICIAL	TITLE
	07-10-13
SIGNATURE OF AUTHORIZED OFFICIAL	DATE
Institue for Latino Progress	07-11-13
APPLICANT ORGANIZATION	DATE SUBMITTED

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** Budget Narrative DOE_2013.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Tracking Number:GRANT11448633 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T20:59:30-04:00

Personnel - Year 1 - $43,714; Year 2 - $87,428

- In year one, a full-time Technology Developer will be hired with a salary of $43,714 plus Fringe Benefits of $9,286.
- In year two a full-time Academic Counselor will be hired with a salary of $40,000 plus Fringe Benefits of $7,008.
- In addition, the Associate Principal will be supported by this grant in at 6%.

Fringe Benefits are calculated 17.52% of full time salaries which includes health insurance and employee payroll taxes.

Travel – Year 1 - $8,563; Year 2 - $1,936

In year one, $8,653 will be used to attend the following conferences:

- Department of Education for Grantees of this grant.
- In addition the IJLA staff (Principal, Associate Principal, and Dean of Student Affairs) will participate Global Education conference at Harvard University.
- IJLA will visit at least two schools that use evidence-based practices or competency-based curriculum using common core and interdisciplinary practices.

Equipment – Year 1 - $15,086; Year 2 - $40,827

- In year one, $15,086 will be invested in purchasing three Promethean smart boards for three classrooms.
- In year two, $40,827 will be invested in the purchase of seven additional Promethean smart boards for seven classrooms.

Supplies – Year 1 - $1,410; Year 2 – $7,000

- In year one, $1,410 will be used to purchase 30 licenses for the project management program Rational Plan to be used by administration, teachers, and academic counselors.

Rational Plan is a powerful project management software designed to help both teams and project managers to create consistent project plans, allocate resources and analyze workload, track work progress, estimate project costs and manage budgets.

- In year two, $7,000 will be invested on the completion of installment of the Power School data system.

Contractual – Year 1 - $89,541; Year 2 - $11,383

In year one, $89,541 will be invested in the following:

- Development of a, IJLA intranet system that will link to student academic progress, parent informational reports, and community educational programming.
- Training for the Promethean Smart Boards For teachers and academic support staff (includes data systems, networks, and peripherals).
- Certification Program for Standards and Assessment: Includes common core state standards, authentic performance tasks, common formative assessment, and common formative assessment for English and English Language Learners.
- iObservation training for teachers and IJLA leadership.
- In year two, $11,838 to expand the utilization of Power School and Chicago Public mandated report programs.

Indirect Costs – Year 1 - $32,400; Year 2 - $32,400

For year one and two, IJLA of Instituto is applying its indirect Federal Approved Rate of 16.2% of the total grant per year. All indirect costs will be as allowed by Federal Rule negotiated by Instituto with the U.S. Department of Labor.

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Institue for Latino Progress

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	43,714.00	87,428.00				131,142.00
2. Fringe Benefits	9,286.00	18,571.00				27,857.00
3. Travel	8,563.00	1,936.00				10,499.00
4. Equipment	15,086.00	40,827.00				55,913.00
5. Supplies	1,410.00	7,000.00				8,410.00
6. Contractual	89,541.00	11,838.00				101,379.00
7. Construction	0.00	0.00				0.00
8. Other	0.00	0.00				0.00
9. Total Direct Costs (lines 1-8)	167,600.00	167,600.00				335,200.00
10. Indirect Costs*	32,400.00	32,400.00				64,800.00
11. Training Stipends	0.00	0.00				0.00
12. Total Costs (lines 9-11)	200,000.00	200,000.00				400,000.00

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: 07/01/2012 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): U.S. Department of Labor

The Indirect Cost Rate is 16.20 %.

(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

Institue for Latino Progress

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 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
2. Fringe Benefits	0.00	0.00				0.00
3. Travel	0.00	0.00				0.00
4. Equipment	0.00	0.00				0.00
5. Supplies	0.00	0.00				0.00
6. Contractual	0.00	0.00				0.00
7. Construction	0.00	0.00				0.00
8. Other	0.00	0.00				0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00				0.00
10. Indirect Costs	0.00	0.00				0.00
11. Training Stipends	0.00	0.00				0.00
12. Total Costs (lines 9-11)	0.00	0.00				0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

Tracking Number:GRANT11448633 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T20:59:30-04:00

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Kim		Christensen	

Address:

Street1: 2520 South Western Avenue
Street2:
City: Chicago
County: Cook
State: IL: Illinois
Zip Code: 60608-4809
Country: USA: UNITED STATES

Phone Number (give area code): 773-890-0055
Fax Number (give area code): 773-376-8571

Email Address:
k.christensen@idpl.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:

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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