

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



APPLICATION FOR GRANTS
UNDER THE

TIF General Competition

CFDA # 84.374A

PR/Award # S374A120030

Grants.gov Tracking#: GRANT11188982

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

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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.).

There were problems converting one or more of the attachments. These are: 1244-Part 6.5a Commitment Letters.pdf

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/26/2012

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:

Green Dot Public Schools

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

954679811

* c. Organizational DUNS:

1212149310000

d. Address:

* Street1:

1149 South Hill Street

Street2:

Suite 600

* City:

Los Angeles

County/Parish:

* State:

CA: California

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

90015-2219

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Mr.

* First Name:

James

Middle Name:

* Last Name:

Deavoll

Suffix:

Title:

Grants Manager

Organizational Affiliation:

* Telephone Number:

323-565-1644

Fax Number:

* Email:

james.deavoll@greendot.org

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:

84.374

CFDA Title:

Teacher Incentive Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-061412-001

* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF General Competition CFDA Number 84.374A

13. Competition Identification Number:

84-374A2012-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Green Dot Public Schools: A Sustainable Model for Performance-Based Educator Compensation

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="345,384.00"/>
* b. Applicant	<input type="text" value="(b)(6)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Congressional Districts

School	Congressional District
Animo Leadership CHS	CA-036 (Rep. Janice Hahn)
Oscar De La Hoya Animo CHS	CA-034 (Rep. Lucille Roybal-Allard)
Animo South LA CHS	CA-035 (Rep. Maxine Waters)
Animo Venice CHS	CA-036 (Rep. Janice Hahn)
Animo Pat Brown CHS	CA-039 (Rep. Linda T. Sanchez)
Animo Ralph Bunche CHS	CA-031 (Rep. Xavier Becerra)
Animo Jackie Robinson CHS	CA-031 (Rep. Xavier Becerra)
Animo Jefferson CMS	CA-031 (Rep. Xavier Becerra)
Animo Locke Tech CHS	CA-037 (Rep. Laura Richardson)
Animo Watts College Preparatory Academy	CA-037 (Rep. Laura Richardson)
Animo Locke 1 College Preparatory Academy	CA-037 (Rep. Laura Richardson)
Animo Locke II College Preparatory Academy	CA-037 (Rep. Laura Richardson)
Alain Leroy Locke 3 College Preparatory Academy	CA-037 (Rep. Laura Richardson)
Animo Westside CMS	CA-035 (Rep. Maxine Waters)
Animo Phillis Wheatley Charter Middle School	CA-035 (Rep. Maxine Waters)
Ánimo College Preparatory Academy	CA-035 (Rep. Maxine Waters)

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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>James Deavoll</p>	<p>* TITLE</p> <p>Chief Executive Officer</p>
<p>* APPLICANT ORGANIZATION</p> <p>Green Dot Public Schools</p>	<p>* DATE SUBMITTED</p> <p>07/26/2012</p>

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Green Dot Public Schools

* Street 1: 1149 South Hill Street Street 2: Suite 600

* City: Los Angeles State: CA: California Zip: 90015

Congressional District, if known: CA-034

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.374
---	---

8. Federal Action Number, if known: 	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:

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

Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:

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

* Signature: James Deavoll

* Name: Prefix: * First Name: James Middle Name: * Last Name: Deavoll Suffix:

Title: Grants Manager Telephone No.: 323-565-1644 Date: 07/26/2012

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. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

Compliance with GEPA Section 427.pdf

Delete Attachment

View Attachment

Compliance with GEPA Section 427

The mission of Green Dot Public Schools is to transform public education in Los Angeles so that all young adults receive the education they deserve to be prepared for college, leadership and life.

We reject discrimination, especially the soft bigotry of low expectations. We believe that all young adults can be successful learners if they are provided with an excellent academic environment and the necessary tools. This unwavering belief in our students' potential is one of our core values; all our stakeholders share a firm commitment to these values and use them as guiding principles in carrying out their responsibilities.

We carry this spirit of respect to our employees as well. We have codified these nondiscrimination principles in our employee handbook: "Green Dot does not tolerate discrimination in the provision of employment opportunities, benefits or privileges, the creation of discriminatory work conditions, or the use of discriminatory evaluative standards in employment if the basis of that discriminatory treatment is, in whole or in part, the person's race, color, national origin, age, religion, disability status, gender, sexual orientation, marital status, or other characteristic protected by law.

Discrimination of this kind may also be strictly prohibited by a variety of federal, state and local laws, including Title VII of the Civil Rights Act 1964; the Age Discrimination Act of 1975; and the Americans With Disabilities Act of 1990. This Policy is intended to comply with the prohibitions stated in these antidiscrimination laws. An employee or job applicant who has questions regarding this policy or believes that he or she has been discriminated against on the basis of some protected status should notify the Human Resources Department. Discrimination in violation of this Policy will be subject to severe sanctions up to and including termination."

As applicants under the Teacher Incentive Fund (TIF) Program, Green Dot and the 16 participating schools are committed to ensuring equitable access to, and participation in, any Federally-funded program for all beneficiaries with special needs. We intend to take the following steps, among others, to overcome any barriers that might serve to impede any such equitable access or participation:

We will accept and consider employment applications from all qualified individuals, regardless of race, national origin, color or disability. All program service sites have and will full accessibility according to ADA requirements, which includes access from the street to relevant buildings; access to restrooms, workstations, water fountains, and program areas. We will take steps to remove language barriers to program participation; we have proven our ability to do this through our general operations. Among other things, we will provide written materials in both English and Spanish (and other languages when present). We will make all other reasonable and necessary accommodations requested by students and parents with special needs.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="Green Dot Public Schools"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Mr."/>	* First Name: <input style="width: 200px;" type="text" value="Marco"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Petruzzi"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Chief Executive Officer"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="James Deavoll"/>	* DATE: <input style="width: 150px;" type="text" value="07/26/2012"/>

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:
 Street2:
 * City:
 County:
 * State:
 * Zip Code:
 * Country:

* Phone Number (give area code) Fax Number (give area code)

Email Address:

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

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

Green Dot Public Schools (“Green Dot”) is applying for the **General TIF Competition** and responding to **Absolute Priority 1: *An LEA-wide Human Capital Management System (HCMS) with an Educator Evaluation System at the Center*** and **Absolute Priority 2: *An LEA-wide Educator System Based, in Significant Part, on Student Growth***. In addition, Green Dot wishes to be considered for **Competitive Preference Priority 5: *An Educator Salary Structure Based on Effectiveness***. TIF funding would support the continued development of our educator evaluation and performance-based compensation systems and the professional supports needed to sustain them.

Green Dot is a non-profit, Charter Management Organization (CMO) based in Los Angeles, California, and currently manages **18 secondary schools** (four middle and 14 high schools). All Green Dot schools are high-need schools as defined by TIF, and almost half are turnaround schools, making Green Dot the nation’s leading turnaround operator. Moreover, Green Dot is unique among CMOs in re-defining labor/management relations in public education by employing unionized teachers and unionized classified staff under reform contracts focused on the ultimate goal of student success. Green Dot is dedicated to lifting the achievement of students coming from historically underserved populations and believes that effective teaching is the key to preparing our students for college and career.

Green Dot is submitting this proposal as a **Group Applicant**—a non-profit organization in partnership with **16 charter schools**, each considered an independent LEA under California law: *Ánimo Leadership, Ánimo South Los Angeles, Ánimo Venice, Oscar De La Hoya, Ánimo Pat Brown, Ánimo Ralph Bunche, Ánimo Jackie Robinson, Ánimo Locke Tech, Ánimo Watts,*

Ánimo Locke 1, Ánimo Locke 2, Alain LeRoy Locke 3, Ánimo College Preparatory Academy, Ánimo Jefferson, Ánimo Phillis Wheatley, and Ánimo Westside.

Green Dot has worked diligently over the past three years to develop a strategic HCMS that promotes the organization’s mission of preparing Green Dot students for college, career, leadership, and life. Our HCMS includes a robust **Teacher Evaluation System** that is the basis for a **Performance-Based Compensation System**; additionally, Green Dot has developed a new **Leader Evaluation System** that puts student achievement first—60% of a principal’s effectiveness rating will be based on student outcomes. However, there is still work to be done. Key objectives of this project—which is being developed and designed with the significant involvement of teachers, principals, counselors, and union representatives—include fine-tuning the teacher and principal evaluation systems and the associated PBCS, developing a new **Counselor Evaluation System** based in significant part on student outcomes that will be part of the PBCS, and building out our educator and non-educator professional supports, including new and existing Career Ladder positions. After the TIF grant period ends, we plan to have high-functioning, aligned evaluation, professional development and performance based compensation systems sustainable through traditional revenue streams, not TIF grant dollars. As the result of the work outlined in this proposal and TIF support, Green Dot expects to see a 37% increase in teachers rated as “Effective” or higher; a 28% increase in system-wide student performance; and a 14% increase in schools that meet the State of California’s Annual Performance Index targets. Green Dot also aspires to be a leading example of a comprehensive Human Capital Management System that includes a Performance-Based Compensation System that no longer uses traditional steps and lanes. As such, we hope to serve as a model for other schools and that the TIF investment in Green Dot will have a significant impact on more than just Green Dot Schools.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

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**Green Dot Public Schools
A Model for a Sustainable Educator Salary Structure Based of Effectiveness**

**Teacher Incentive Fund (TIF) Program 2012
CFDA# 84.374A**

I. A COHERENT AND COMPREHENSIVE HUMAN CAPITAL MANAGEMENT SYSTEM (HCMS)

Green Dot Public Schools (“Green Dot”) is a Charter Management Organization (CMO) that operates schools serving primarily low-income and minority students in the Los Angeles, California area.¹ Green Dot currently operates eighteen schools: fourteen high schools and four middle schools serving 10,139 students. *All* Green Dot schools are high-need schools, evidence of which can be found in *Part 6.2: High Need Documentation*. Nearly half are turnarounds. In fact, Green Dot, as one of the nation’s leading turnaround operators, is providing the Los Angeles Unified School District (LAUSD) and other districts nationwide with valuable understanding of what it takes to transform large, failing schools into successful ones. Furthermore, Green Dot is unique in the nation as a major CMO re-defining labor/management relations in public education by employing unionized teachers and unionized classified staff under reform contracts focused on the ultimate goal of student success.

Green Dot’s HCMS is aligned to its vision of instructional improvement

The student population at Green Dot consists largely of at-risk youth with special needs or severe credit deficiency. To be successful, Green Dot must frequently advance students several grade levels in a single year if they are to graduate on time. Even more dramatic intervention is required for these students to gain acceptance to college and succeed once enrolled. Although over 40% of graduating students are attending four-year colleges, many struggle with the more rigorous coursework at the college level. The heart of Green Dot’s mission is to ensure that every student graduates ready to be

¹ Green Dot enrolls 10,139 students: 10% special education; 92% free or reduced price lunch; 27% English Language Learners; 76% Hispanic; and 21% Black.

successful in college, leadership and life, which requires an effective teacher in every classroom.

Green Dot defines a successful teacher as one who is able to advance students *one or more* grade levels per academic year. Consequently, the organization strive to provide a comprehensive HCMS that delivers the supports that teachers require to prepare all students to thrive in college without the need for remediation. Current estimates indicate that only 5-10% of Green Dot graduates meet such a standard of college readiness. Reversing this statistic requires hard work, highly skilled teachers, and a strong HCMS.

The College Ready Promise is the foundation of Green Dot's vision of instructional improvement

The College Ready Promise is a coalition of four California CMOs, including Green Dot Public Schools. The College Ready Promise coalition represents an unprecedented level of collaboration across organizations that have a deep commitment to college readiness for all students. The College Ready Promise created the foundation upon which Green Dot built the College Ready Teaching Framework (“Teaching Framework”), the cornerstone of Green Dot’s teacher and principal evaluation systems, as well as its vision of instructional improvement. The Teaching Framework is based on Charlotte Danielson’s (2011) *A Framework for Teaching*, and defines the competencies of excellent teaching. A copy of the College Ready Teaching Framework can be found in *Part 6.9: Other Supporting Documents*.

Table 1: The College Ready Teaching Framework

DOMAIN	DESCRIBES...
ONE: Data-Driven Planning and Assessing Student Learning	<ol style="list-style-type: none"> 1) The planning teachers do prior to instruction. 2) The ways in which teachers monitor learning to ensure academic success. 3) The ways in which teachers utilize student data to design relevant lessons for <i>all</i> students.
TWO: Classroom Learning Environment	<ol style="list-style-type: none"> 1) The efforts of teachers to build a classroom environment and culture that supports student learning.
THREE: Instruction	<ol style="list-style-type: none"> 1) The learning experience teachers provide to students that prepare them for a college-ready future. 2) The implementation of instructional strategies teachers use while teaching. 3) The ways in which teachers monitor their student progress throughout a lesson.
FOUR: Developing Professional Practice	<ol style="list-style-type: none"> 1) How the teacher contributes to the professional community and his/her professional growth. 2) How the teacher collaborates to support students.
FIVE: Developing Partnerships with Families and Community	<ol style="list-style-type: none"> 1) How the teacher engages others in supporting the student to attain a college-ready future.

Green Dot developed this vision in collaboration with the teachers' union, the Asociación de Maestros Unidos (AMU), an independent chapter of the California Teachers' Association that represents Green Dot's teachers and counselors. The Teaching Framework captures the essence of the organization's core values: An unwavering belief in every student's potential; a passion for excellence; personal responsibility; respect for others and the community; and the extreme importance of every stakeholder in the education process. The Teaching Framework drives Green Dot's Human Capital Management System.

Educator effectiveness informs a range of human capital decisions at Green Dot

Green Dot is committed to a strategic HCMS that is focused on student outcomes. It is aligned to the Teaching Framework and drives staffing decisions. Green Dot hires educators whom it believes will be effective in meeting the demands of the Teaching Framework. As such, the organization has rigorous recruitment, hiring, and placement policies across all schools. The great strides made in creating a well-developed support system for educators has increased the retention of effective teachers and administrators and reduced dismissal rates based on performance to 1%.

Recruitment

The strategic nature of Green Dot's HCMS is illustrated by recruitment practices. In the 2011-2012 school year, Green Dot's Human Capital Team reviewed the evaluation data of current Green Dot teachers to determine which local universities were producing the highest quality candidates. Based on this data, the Human Capital Team focused its recruitment efforts on the most effective teacher preparation programs and initiated early outreach to university deans. Once a relationship was forged, the Human Capital Team delivered several presentations to credentialed candidates at the targeted universities, including Stanford University, the University of California-Santa Barbara,

Harvard University, the University of Southern California, University of California-Los Angeles, and the University of California-Berkeley. By the end of the 2011-2012 school year, Green Dot had delivered over 25 presentations at targeted universities across the country. As a result of the renewed recruitment strategy, 1,209 candidates applied for 109 teaching positions.

Hiring

Green Dot's teacher hiring process is multi-dimensional. Candidates must successfully complete the following steps in the screening process before Green Dot tenders an offer of employment:

1. Complete an online assessment that measures a candidate's readiness and aptitude to thrive in a challenging urban environment. Candidates also submit appropriate documentation, such as a resume, *Praxis Series*[™] test scores, university transcripts, state certification, and other applicable documentation that demonstrates their eligibility.
2. Complete a phone interview that gauges a candidate's proficiency in specific areas of the Teaching Framework, with a focus on developing rigorous and meaningful lesson objectives.
3. Complete an in-person interview with a member of the Human Capital Team, during which Green Dot further assesses a candidate's potential to affect dramatic changes among at-risk student populations in an urban setting.
4. Deliver a 20-minute demonstration lesson to a school-site recruitment team, demonstrating mastery of content knowledge, classroom management skills, flexibility, and reactions to real-life scenarios.
5. Complete a writing assignment assessing his or her performance in the demonstration lesson and reflecting on the strengths of the lesson and areas for improvement. The candidate is limited to 30 minutes to complete the essay and returns to the hiring panel to share his or her

reflections and receive feedback. This exercise demonstrates the candidate's ability to be a reflective practitioner—a key component of becoming an excellent teacher—receive constructive feedback, and improve her/his practice.

This rigorous process is designed to vet candidates prior to hire to ensure they are ready and willing, with the teacher supports offered at Green Dot, to embody the qualities of effective teaching outlined in the Teaching Framework.

Placement

A “point person” from the Human Capital Team is assigned to work with individual school administrators to help match successful candidates to the specific skill sets and dispositions required for each available position. Green Dot schools are organized into “clusters” of six schools, for a total of three clusters. The 2011-2012 academic year was the first in which Green Dot provided a cluster of schools with such a point person for recruitment and hiring. Administrator feedback at the end of the academic year indicated a significant increase in satisfaction with the placement process over prior years.

Retention

Retaining effective teachers is a central goal of Green Dot's HCMS and Performance-Based Compensation System (PBCS). The Human Capital Team aims to increase retention through a number of strategies, including: Targeting recruitment toward candidates who possess the resilience to thrive in a challenging urban public school and in Green Dot's Teaching Framework and evaluation system; providing greater compensation; improving and expanding the organization's professional support system; and allowing proven teachers to move through a meaningful career

ladder to greater responsibility. The professional supports available to all teachers include both online and in-person resources. For example, Green Dot teachers utilize an online dashboard—BloomBoard—for tracking the evaluation cycle and viewing results, setting professional development (PD) goals, and accessing PD materials that are aligned to the Teacher Evaluation System. In-person PD opportunities are numerous. Novice teachers, or teachers struggling with particular competencies in the Teaching Framework as revealed through the evaluation process (discussed in detail in *Section II: Evaluation Systems*), receive coaching from expert teachers on a regular basis.

Currently, Green Dot has four Demonstration Classroom Teachers who open their classrooms at least four times per semester to their colleagues to provide professional learning opportunities that are aligned to the Teaching Framework and the Teacher Evaluation System. Other professional supports include interim and summative conferences between individual teachers and the school administrator and weekly PD sessions targeted to school-specific needs as determined by evaluations, discussed in-depth in *Section III, Professional Development Systems*.

As a result of recent improvements to teacher support systems, Green Dot's teacher retention rate rose from a historic norm of approximately 80% to 89.8% in the 2011-2012 school year.

Dismissal

Through the Teacher Evaluation System, Green Dot identifies the scale and scope of an individual teacher's weaknesses and works collaboratively to provide a comprehensive range of professional supports. Teacher Development Plans are created when an administrator determines that a teacher either does not meet, or only partially meets, the standards defined by the Teaching Framework.

Green Dot's union contract provides clear guidelines that define how teachers are to be placed on a

Teacher Development Plan, as well as the supports that must be provided throughout this process.

Teacher Development Plans are created to help foster teacher growth and include specific suggestions for improvement, recommended professional development resources, and the means by which improvement will be measured. A copy of the current Green Dot/AMU contract outlining this process can be found in *Part 6.9: Other Supporting Documents*.

If a teacher does not make evident progress after a minimum of 45 working days, Green Dot places him or her on an Improvement Plan. The Improvement Plan, lasting for an additional 45 working days, contains the same elements as the Teacher Development Plan but with additional and intensified support from the school administrator: Specific recommendations for improvement, direct assistance in implementing the recommendations, and adequate release time to visit and observe similar classes in other Green Dot schools.

Green Dot's management and the teachers' union hold one another accountable to ensure the fidelity of both the Teacher Development Plan and Improvement Plan. In the event that a teacher continues to show no improvement in his or her performance, or fails to meet the Teaching Framework standards, Green Dot will terminate and/or not re-hire the teacher for the following year.

The supports that Green Dot provides teachers who are performing below standards are personalized, in-depth, and include one-on-one coaching. These supports make a *measurable* difference in teacher practice, and therefore the incidence of dismissing teachers on the basis of poor performance is very low.

Teacher and Administrator Career-Ladder Positions

Traditionally, a high-performing teacher had to look beyond the classroom to administrative roles in

order to achieve higher levels of responsibility and compensation. Green Dot's HCMS provides the most effective teachers with meaningful and rewarding career growth opportunities *within* the classroom, ensuring that they continue to impact the lives of students while coaching and mentoring other teachers to greatness. Green Dot offers many opportunities for those teachers and administrators evaluated as "Highly Effective" to take on additional leadership responsibilities. Green Dot uses a multiple measure evaluation as a central determinant when it promotes staff into leadership positions. These leadership positions, described in detail in *Section III: Professional Development Systems*, include: Animo Data Fellow; Demonstration Classroom Teacher; Teacher-Leader Facilitator; Teacher Leader Academy Member; Administrator in Residence; Principal Professional Development Advisor; and Principal Mentor.

Home Office Positions

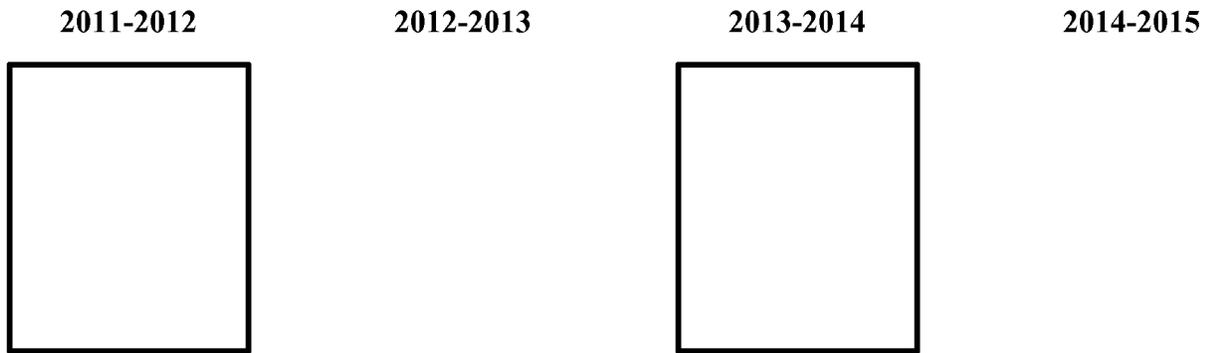
For highly effective, veteran practitioners who do wish to take leadership positions outside of the classroom, Green Dot has several Home Office opportunities that allow dynamic educators to have maximum impact across all Green Dot schools. Educator effectiveness, as determined through the evaluation system, is of paramount importance when making hiring decisions for the positions of Curriculum Specialist and Teacher Effectiveness Support Specialist within the Home Office. Again, these leadership positions are described in detail in *Section III: Professional Development Systems*.

Green Dot is poised to adopt an Educator Salary Structure Based on Effectiveness

Though Green Dot provides many opportunities for teachers to move up the career ladder as a way to increase their responsibilities and compensation, those who wish to remain as classroom teachers have similar incentives to continue their critical work. To that end, Green Dot has been working with the teachers' union to develop a comprehensive Performance-Based Compensation System (PBCS).

Beginning in the 2012-2013 school year with an interim performance-based bonus system, fully approved and ratified by the teachers' union, Green Dot expects to launch a full-scale Educator Salary Structure Based on Effectiveness in 2014. (**Competitive Preference 5**)

Figure 1: Teacher Performance-Based Compensation System Implementation



Performance-Based Compensation System

Figure 1 illustrates the work that Green Dot has already completed in designing and implementing a Teacher Evaluation System and aligned PBCS. During the 2012-2013 and 2013-2014 school years, the Teacher Evaluation System will inform a performance-based bonus system through which those teachers evaluated as 'Effective,' 'Highly Effective I' or 'Highly Effective II' will receive an annual bonus to supplement their step-and-column salary. During these two years, Green Dot will work closely with administrators, teachers, and union representatives on the refinement of a mature Educator Salary Structure Based on Effectiveness to be launched, pending union approval, in the 2014-2015 school year.

Educator Salary Structure Based on Effectiveness Model

Green Dot's proposed Educator Salary Structure Based on Effectiveness will follow Model 1, as described in the TIF RFA: i) Administrators and teachers who receive an overall evaluation rating of 'Effective' or higher will receive additional compensation; ii) Evaluation will be based, in part, on student growth; and iii) Teachers who take on additional responsibilities and leadership roles (Career Ladder) will receive additional compensation above their annual performance-based adjustment. Green Dot will also implement the optional feature described in the RFA of providing performance-based compensation for school counselors. The 2012-2013 academic year will be a planning year for this optional feature. Green Dot is committed to including student growth as a prominent measure of counselor effectiveness that will be tied to performance-based compensation.

Green Dot's financial and nonfinancial strategies and incentives for attracting and retaining effective teachers in high-need schools is adequate

Green Dot's former evaluation system, in place before the 2011-2012 school year, was based entirely on classroom observations. Under that system, 70% of teachers, including 40% of new teachers, were rated as "Effective". During the 2011-2012 pilot of the new, multiple-measure Teacher Evaluation System (described in Section II), 56.5% of teachers were rated as "Effective" or higher, including 38.6% of new teachers, illustrating the increased rigor and accuracy of the new system.

With the rollout of the PBCS in the 2012-2013 school year, with its new evaluation system, professional development supports, targeted recruitment strategies, and rigorous hiring practices, Green Dot estimates that the number of teachers rated as 'Effective' will increase by 9% over the next two years, bringing the total number of effective teachers to 65% system-wide. With the introduction of an Educator Salary Structure Based on Effectiveness in 2014-2015, Green Dot

expects teachers to be further motivated to move up the career path levels more expeditiously, increasing the total number of effective educators across all schools to 88.1%.

In addition to encouraging teachers to continually develop their practice in order to move up the career ladder, Green Dot believes that an Educator Salary Structure Based on Effectiveness will also attract high-quality candidates and retain the best educators. Research shows that for educators, as with most people, compensation *does* have influence on decisions to stay in the field; moreover, low relative salaries are one of the main reasons teachers leave high-need urban schools (Strong American Schools, 2008). For Green Dot, this means that in addition to professional support, a competitive salary structure based on an educator's individual achievements in improving student outcomes is vital for retaining effective teachers and school leaders.

Green Dot's HCMS is achievable

An HCMS driven by student outcomes is achievable in Green Dot schools. Teachers' union contracts guide how educator effectiveness is used as a factor in human capital decisions. In effect, the union contract institutionalizes HCMS reforms. To date, Green Dot and the teachers' union have successfully negotiated: 1) A new Teacher Development and Evaluation System, including Career-Ladder evaluation requirements; 2) A PBCS in the form of bonuses to teachers who receive 'Effective' or higher ratings; and 3) An agreement to work toward an Educator Salary Structure Based on Effectiveness to be implemented in the 2014-2015 school year.

Green Dot would expect only teachers rated as "Highly Effective" can be considered for Career Ladder positions and in which a teacher's effectiveness rating will be the major determinant when screening candidates for these positions.

Article 26.5.3 of the Tentative Agreement demonstrates the union's willingness to work toward an Educator Salary Structure Based on Effectiveness:

Through the 2012-2013 and 2013-2014 school years, Green Dot Public Schools and the teachers' union, AMU (Asociación de Maestros Unidos), will work side-by-side in finalizing the Green Dot Public Schools College Readiness Performance-Based Compensation Pay Scale ("Scale"). Following further negotiations [as to the exact elements of the Scale] and pending formal ratification by union members, the parties seek to implement the new Scale beginning the 2014-2015 school year...If ratified in May 2014, unit members agree to use 2012-2013 and 2013-2014 multiple measures data as a means of determining a unit member's initial placement on to the new Scale.

These Articles demonstrate the dedication of both Green Dot and the teachers' union to using effectiveness-based systems to drive human capital management and improve student outcomes. The full text of the Tentative Agreement can be found in *Part 6.9: Other Supporting Documents*.

Green Dot's leadership is committed to the continued development and execution of the HCMS

Green Dot's leaders, including Chief Executive Officer Marco Petruzzi, President and Chief Academic Officer Cristina De Jesus, and Vice President of Human Capital Kelly Hurley, are committed to the continued improvement of Green Dot's HCMS and associated subsystems. Each of these executives will be actively involved in the execution of Green Dot's TIF-4 obligations, as discussed in *Section V: Project Management*.

In addition, Green Dot's Human Capital Department, which includes Cluster Directors responsible for overseeing implementation of the Green Dot model within each cluster of schools, provides a

clear framework for human capital decision-making. Each step of the hiring process is guided by vetted rubrics, and our hiring panels are trained in the specifics of Green Dot’s hiring practices. Teacher placement is a methodical process in which Green Dot weighs the teacher’s skills and abilities alongside the specific needs of individual schools. All of Green Dot’s educator supports are targeted to promote the professional growth of teachers, and teachers are empowered to take control of their own professional learning to move up the career path to leadership positions both in and out of the classroom. Green Dot is committed to this model and has seen excellent results from the multiple checks-and-balances embedded in the systems—as demonstrated by low attrition and dismissal rates.

Assurance Required by Competitive Preference Priority 7

Green Dot assures that if successful in the competition, grant funding will be used to implement the PBCS and associated professional development only in high-needs schools *not* included in TIF-3. A list of eligible schools can be found in *Part 6.2: High Need Documentation*.

II. RIGOROUS, VALID, AND RELIABLE EDUCATOR EVALUATION SYSTEMS

To ensure that students meet college- and career-ready standards, Green Dot has worked tirelessly over the past three years to improve its educator evaluation system, now identified as the Teacher Development and Evaluation System (“Teacher Evaluation System”) and the Leadership Evaluation System. Both the Teacher Evaluation System and the Leadership Evaluation System use multiple measures of effectiveness to arrive at an annual Effectiveness Rating tied to specific performance bands.

Green Dot has a rigorous, valid and reliable Teacher Development and Evaluation System

At the heart of the Green Dot’s evaluation systems is the College Ready Teaching Framework (“Teaching Framework”), a rubric that defines the core competencies expected of all Green Dot teachers and leaders. It is Green Dot’s statement of expectation for teacher effectiveness. The Teaching Framework (see Section I, Table 1) is comprised of five domains adapted to align to Green Dot’s core values. The five domains are: 1) Data-Driven Planning and Assessing Student Learning; 2) The Classroom Learning Environment; 3) Instruction; 4) Developing Professional Practice; and 5) Developing Partnerships with Family and Community.

The five Domains are divided into 19 standards and further refined by 45 performance indicators. The standards and indicators are available for review in *Part 6.9: Other Supporting Documents*.

Teacher practice on each indicator is charted on a continuum from Does Not Meet Standard (Level I) to Exemplifies Standard (Level IV), allowing teachers to benchmark their practice on each indicator and understand what is required to progress to the next level. Across all indicators, the characteristics of performance are consistent at each level, as displayed in Table 2 below. The full rubric can be found in *Part 6.9: Other Supporting Documents*.

Table 2: Teacher Performance Levels

Level I Ineffective	Level II Ineffective	Level III Proficient	Level IV Proficient
The teacher fails to effectively demonstrate the indicator and	The teacher is inconsistent or only partially successful in	The teacher is consistent in demonstrating the	The teacher is consistent in demonstrating the

student learning is negatively impacted.	demonstrating the indicator; student learning is not maximized.	indicator; student learning is improved.	indicator and has created a classroom where students share in this responsibility.
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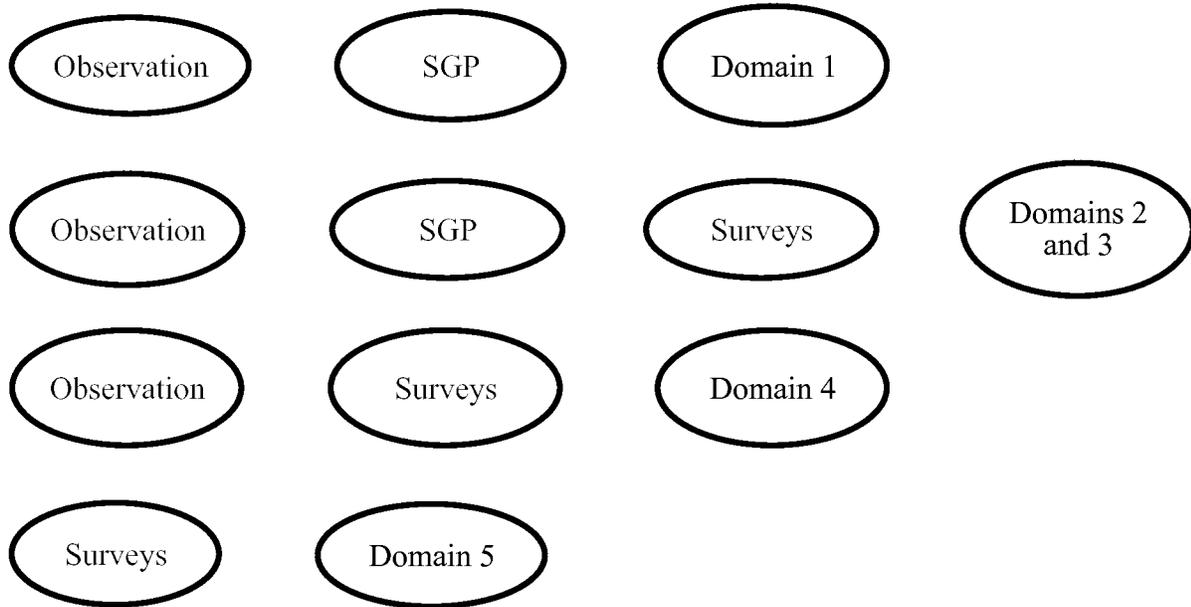
One of the key strengths of the rubric is that it clearly identifies how a teacher develops or progresses from ineffective practice (Levels I and II) to proficient practice (Levels III and IV).

The Green Dot Teacher Evaluation System uses multiple measures

The Teacher Evaluation System uses multiple measures to determine a teacher’s effectiveness. These measures are directly tied to the five domains of the Teaching Framework (See Figure 2 below) and include:

- 1) Classroom Observations: Four informal and two formal observations per year.
- 2) Student Growth: Student growth percentiles (SGP) at the classroom and school-level.
- 3) Stakeholder Feedback: Student, family, and 360 (Peer) surveys.
- 4) Compliance: Exclusive to Special Education teachers, this measures the degree to which they have met compliance timelines, maintained records, collaborated with Individualized Education Program (IEP) teams, and communicated with service providers.

Figure 2: Teaching Framework Domains and Metrics



1) Teacher Observations

The Green Dot observation process is a critical component of the Teacher Evaluation System and ongoing efforts to improve teacher effectiveness. The observation process ensures that teachers are thinking and learning about every aspect of their teaching practice and are continually working to improve teaching skills.

Classroom observations evaluate teachers on the indicators for Domains 1, 2, 3, and 4 (4. 1a and 4.1b) of the Teaching Framework. School administrators, whom Green Dot trains and certifies as classroom evaluators, observe each teacher a minimum of three times *each semester*—two informal, drop-in observations followed by a scheduled, full-period formal observation—for a total of six classroom observations per year. The informal observations provide an opportunity for teachers to receive formative feedback prior to their formal observations and to reflect on lesson planning,

assessment, the classroom environment, and instruction by analyzing evidence aligned to the Teaching Framework and collected as part of the process. Though conducting this number of classroom observations per semester may appear to be cumbersome to administrators, the pilot of the Teacher Evaluation System proved it to be both manageable and effective.

Formal observations comprise of a pre-observation conference, the classroom observation itself, and a post-observation conference. The specific processes for conducting these conferences are discussed in detail in *Section III: Professional Development Systems*.

Inter-rater Reliability: To achieve inter-rater reliability, all administrators go through a certification process designed and led by the College Ready Framework Implementation Coordinator. During this two-day process, administrators are taught how to script observations, tie evidence to the indicators, and rate the lesson against the Teaching Framework. Administrators then take a certification exam in which they observe a 60-minute teaching video, script the lesson, tie evidence to the indicators, and award a final rating for each indicator. Administrators who fail in any one of these areas are not certified as an observer.

This rigorous process develops inter-rater reliability and helps ensure that all administrators within Green Dot, entering any classroom, will rate teachers in the same way. Uncertified administrators observe their teachers with the help of a trainer until he or she is successfully certified. The certification cycle restarts each year and all administrators are required to complete two certifications annually, regardless of their certification status.

2) Student Growth

The second component of the Teacher Evaluation System is student growth. In collaboration with

teachers and other staff, Green Dot chose to use Student Growth Percentiles (SGP) as its measure of student learning and as one measurement of a teacher's impact on each student's academic growth from year to year. SGP is a valid and reliable measure of an individual teacher's impact on individual students, and is blind to extraneous factors such as disability or socioeconomic status. Furthermore, SGP is implicitly tied to the Teaching Framework as an expression of a teacher's mastery of Domains 1, 2, and 3.

Initially, Green Dot considered three approaches to calculating student growth: value-added, student growth percentiles, and growth-to-standard. Green Dot chose SGP because it offers a straightforward approach to measuring student growth: students are compared using their own past performance on California Standards Tests (CSTs) and the performance of academically identical peers ("academic peers"). Green Dot, along with other College Ready Promise sites, calculates SGP by comparing Green Dot students to other students from Los Angeles Unified School District and other participating College Ready Promise sites who scored exactly the same on a past CST and took a matching test the following year. For example, a student who scored 260 on the General Math 8 exam and, the following year, scored 270 on the Algebra 1 exam, would be compared to students who scored 260 (+/- 1 point) on General Math 8 exam and took the Algebra 1 exam the following year. With a norm group selected, the student's 270 score on Algebra 1 would then be compared to all other students in the norm group (e.g., those scoring 260 on the General Math 8 exam), with the outcome of all students being given a percentile rank from 1-99.

Green Dot found SGP to be a transparent measure of student growth. There are no complex mathematical equations or statistical projections to confuse or mask actual student growth, either at the individual or the school-level. A student who scored "Far Below Basic" on the previous year's CSTs can achieve a high SGP in the current year if he or she gained more than one year of growth—

a true measure of a teacher’s impact. Therefore, teachers are not “penalized” when they teach classes with a high percentage of low-performing students, since their impact on each student’s learning can be accurately measured. By that same token, since student growth is favored over absolute student performance, all teachers have a significant incentive to address the needs of each student, since *all* their students, including English Language Learners and Special Education students, are factored into their SGP score. Therefore, Green Dot believes that consideration of SGP is the fairest and most accurate indicator of teacher effectiveness.

Thirty percent of a ‘tested’ teacher’s Effectiveness Rating is made up of his or her classroom-level median SGP score, while ten percent is made up of a school-level SGP (the median of all SGPs for all subjects in a given year at the school). Green Dot is currently working to develop assessments for traditionally non-tested subjects with a focus group of educators. The purpose is to transition ‘non-tested’ teachers into ‘tested’ teachers, which will make the teacher evaluation system a more accurate measurement of all teachers’ effectiveness. Until these assessments are developed and validated, non-tested teachers will be evaluated based on school-level SGP. School-level SGP comprises 25% of a ‘non-tested’ teacher’s Effectiveness Rating and 20% of a Special Education teacher’s Effectiveness Rating. Teacher groupings for these different weightings can be viewed in Table 3 on page 23, below.

3) Stakeholder Surveys

The third and final component of the evaluation system is stakeholder feedback. An important part of accurately gauging teacher practice is seeking feedback from the people most directly affected by it and who observe teacher practice the most—students. The Bill and Melinda Gates Foundation’s *Measures of Effective Teaching Project* has found that student perceptions of a teacher’s

effectiveness...

...are consistent across the different groups of students they teach. Moreover, students seem to know effective teaching when they experience it: students' perceptions in one class are related to achievement gains in other classes taught by the same teacher (Gates Foundation, 2010).

At Green Dot, student surveys measure teacher practice in Domains 2 and 3 of the Teaching Framework and account for 10% of a teacher's Effectiveness Rating. As with the other elements of the Teacher Evaluation System, each survey question is tied to a Teaching Framework indicator. Student surveys were developed collaboratively through extensive focus group work, and questions are written at the third through sixth grade level and are available in both English and Spanish. The surveys are administered twice yearly to at least 25 randomly-selected students across all of a teacher's classes, and are designed to capture key dimensions of classroom life and teaching practices as students experience them. When a teacher has fewer than 25 students (as in the case of some Special Education teachers), all of their students complete surveys. Students rate their teachers in response to statements such as the following: "My teacher asks students to explain more about answers they give" and "My teacher explains things another way if I don't get it." Green Dot continually reviews, revises, and refines the student surveys to assist in capturing relevant and meaningful data about teacher practice in the classroom.

360 (Peer) surveys measure mastery of Domain 4 of the Teaching Framework, and account for 5% of a teacher's Effectiveness Rating. Each Green Dot teacher receives anonymous feedback from randomly selected colleagues: one departmental, one grade-level, one administrator, and one other colleague, either from the department or relevant grade-level. The teacher being evaluated also

completes the survey as a self-reflection, and though the self-survey is not included in the Effectiveness Rating, it allows the teacher to see how he or she perceives his or her own practice and compare it to how others view it.

Family surveys make up the final 5% of a teacher's Effectiveness Rating. Families complete surveys (available in English and Spanish) about their child's schools each year. Using a Likert scale, parents are asked to respond to statements such as "Teachers at this school contact me regularly about my student's academic progress," and "Teachers at this school have helped my student set high academic goals" as measures of satisfaction with the school learning environment (Domain 5). Since this is a school-wide measure, all teachers and administrators at a school will receive the same score.

4) Compliance

When Green Dot involved teachers in the development of the new evaluation system, it was discovered that Special Education teachers felt that an important part of their job was ensuring that schools are in compliance with IDEA and that students with special needs have the proper supports and accommodations to help them succeed. Therefore, Special Education teachers' ability to manage their caseloads, meet compliance timelines, maintain complete records, collaborate with IEP teams, and communicate with service providers is included in their evaluation. This portion of the Special Education teacher evaluation is still being developed and will be finalized during the 2012-2013 school year, though it will likely make up 25% of their Effectiveness Rating. As this work is progressing, Special Education teachers will be evaluated in the same manner as non-tested teachers.

Green Dot combines multiple measures to produce an Effectiveness Rating for each teacher's performance

All of the measures described above determine a teacher’s Effectiveness Rating. However, Green Dot realizes that all measures should not be weighted the same for all teachers. Therefore, through collaboration with the teachers’ union and focus groups, Green Dot developed different weightings for three groups of teachers: Non-tested (Group 1), Tested (Group 2), and Special Education (Group 3).

Table 3: Teacher Evaluation Weights by Group

Metric	Group 1 (Non-Tested)	Group 2 (Tested)	Group 3 (Special Education)
Classroom Observation	55%	40%	35%
SGP (Teacher-level)	n/a	30%	n/a
SGP (School-level)	25%	10%	20%
Student Survey	10%	10%	10%
Family Survey	5%	5%	5%
360 (Peer) Survey	5%	5%	5%
Compliance	n/a	n/a	25%

As Table 3 illustrates, each group is evaluated with the same metrics (observation, SGP, and stakeholder feedback), but Effectiveness Ratings are calculated using different weighting factors, depending on a teacher’s group.

Green Dot determines Effectiveness Ratings for teachers by using the raw scores from each effectiveness measure, converted to a 400-point scale. For example, Green Dot arrives at an Effectiveness Rating for a Group 2 teacher using the following calculation:

Table 4: Effectiveness Rating Calculation for a Tested Teacher (Example)

Measure	Score	Formula	Weighted Score
Observation*	2.6	$(2.6 \times 100) \times 40\%$	104
Teacher SGP	60	$(3(60/99))+1=2.83$ $(2.83 \times 100) \times 30\%$	84.9
School SGP	60	$(3(60/99))+1=2.82$ $(2.82 \times 100) \times 10\%$	28.2
Student Survey*	3	$(3 \times 100) \times 10\%$	30
Family Survey*	3	$(3 \times 100) \times 5\%$	15
Peer Survey*	3	$(3 \times 100) \times 5\%$	15
* Minimum score = 1; maximum score = 4.			
Total Score			276.8

As demonstrated, Green Dot calculates the student growth percentile in the following manner:

1. The raw student test score is divided by 99, the highest SGP possible ($60 / 99 = 0.61$).
2. The number is then multiplied by 3 and added to 1, which translates the number to a 1-4 scale like the other evaluation components ($0.61 \times 3 + 1 = 2.83$).
3. The translated score is multiplied by 100 ($2.83 \times 100 = 283$) and again by 0.3 for classroom-level SGP (or 0.1 for school-level SGP), since for a tested teacher it is weighted at 30% of the total evaluation ($283 \times 0.3 = 84.9$).
4. The teacher is then awarded the translated score of 84.9 for the classroom-level SGP component of the total evaluation.

The Effectiveness Rating corresponds to a specific performance band and, for teachers rated “Effective” or higher, to performance-based compensation:

Table 5: Teacher Effectiveness Rating Scale

Effectiveness Rating	Performance Band	Interim Bonus System	Projected Average PBCS Salary*	Career Ladder Differentiated Compensation*
101-229	Entry	N/A	\$45,000**	N/A
230-269	Emerging	N/A	\$49,329**	N/A
270-309	Effective	\$500	\$61,924	+ \$5 – 10K
310-344	Highly Effective 1	\$1,000	\$65,817	+ \$5 – 15K
345-400	Highly Effective 2	\$2,000	\$71,625	+ \$5 – 20K
*Tentative salary structure. **Not included in TIF-4 ask.				

Green Dot is poised for full implementation of the Teacher Development and Evaluation System

In academic year 2011-2012, Green Dot piloted the Teacher Development and Evaluation System, an effort funded by the Bill and Melinda Gates Foundation. Green Dot fully implemented all portions of the Teacher Evaluation System by the end of the school year, with the exception of the “compliance” component for Special Education teachers. In 2011-2012, all teachers experienced a full pilot of the evaluation cycle and were given an online dashboard that showed how they scored in each of the multiple measures. Although all teachers were still compensated on the traditional step-and-column basis, they had the experience of participating in the multiple measures evaluation.

Teachers were so positive about the evaluation system that they voted to ratify the Tentative Agreement that allowed Green Dot to continue to evaluate using the multiple measures for two years and to connect the evaluations to a Performance-Based Compensation System in the form of bonuses for teachers who receive an “Effective” or higher rating (shown in Table 5 above). After two-years, Green Dot expects the union to vote for advancement to a full Educator Salary Structure Based on Effectiveness.

In 2012-2013, Green Dot will continue to fine-tune the multiple measures evaluation system in the following ways:

- *Work with the College Ready Teaching Framework Revision Committee*, which includes teachers, administrators and members of the Education Team, to make further revisions to the College Ready Teaching Framework for use in 2013-2014.
- *Work with the Observation Cycle Revision Committee*, which includes teachers, administrators and members of the Education Team, to continue to refine the full observation cycle for use in 2013-2014.
- *Pilot a revised observation cycle* (developed by the Observation Cycle Revision Committee) in the second semester of 2012-2013 in selected schools. The purpose is to test whether fewer formal observations and more informal observations will generate better data and be a more authentic representation of teacher strengths and needs.
- *Continue to collect and track SGP data*, and work with the SGP Focus Group to evaluate whether the exams currently used to calculate SGP are the most statistically fair and valid, whether the cut points are accurate, and whether the previous exams used in the model are

the most appropriate.

- *Continue to collect survey data* and work with the Survey Focus Group to evaluate and refine the surveys as necessary.
- *Work with the Special Education Focus Group* to develop compliance measures for Special Education teachers.

Green Dot's Leadership Evaluation System puts student outcomes first

Green Dot knows that effective principals are those who consistently take action to improve academic achievement for all students and increase the effectiveness of their teachers. Therefore, Green Dot has developed a new Leadership Evaluation System, to be piloted in academic year 2012-2013, which encompasses these ideals.

Like the Teacher Evaluation System, the Leadership Evaluation System provides: a) Common language for discussing school leader effectiveness by defining what it means to be a highly effective school administrator, and b) A platform for a future administrator PBCS with defined career paths, targeted to roll out in the 2013-2014 school year. The Leadership Evaluation System—as seen in Table 6—contains six measures divided between two categories: Leadership Performance and School-wide Student Achievement.

Table 6: Leadership Evaluation System Measures

Leadership Performance (30%)		School-wide Student Achievement (70%)	
Measure	Weight	Measure	Weight
Leader Competencies	25%	School Level Student Growth	30%
Family Survey	5%	College-Readiness	20%
		Academic Performance Index (API)	10%
		Effective Teachers	10%

Leadership Performance: Leader Competencies and Stakeholder Feedback – 30% of score

The Leader Competencies measure, which makes up 25% of an administrator’s overall Effectiveness Rating, currently relies on a rigorous, research-based rubric aligned with the Interstate School Leaders Licensure Consortium Standards (Council of Chief State School Officers, 2008; see *Part 6.9: Other Supporting Documents*). Administrator scores in this section are based on the average rating for their performance against all the standards in the rubric and are recorded using the Leadership Scorecard. A copy of the administrator scorecard can also be found in *Part 6.9: Other Supporting Documents*.

Cluster Directors (Green Dot area superintendents) observe school leaders (principal and assistant principals) in bi-weekly, two-hour sessions at the school site. The first hour of the session includes all the school administrators and involves ongoing training and oversight to ensure that administrators are evaluating classroom observations uniformly across the school and the Green Dot system.

The second hour of the session is dedicated to coaching, during which time the Cluster Director works one-on-one with school-site leaders on a subject that he or she has identified as an area of growth. Additionally, the Cluster Director observes administrators leading monthly professional development sessions for school staff. The Cluster Director uses a rubric based on the National Standards for Staff Development to evaluate practice, and the Cluster Director and the school leader review the results of the evaluation to identify the strengths and areas for improvement in the preparation and delivery of professional development.

The Framework Implementation Coordinator also conducts periodic observations with administrators and engages in intensive coaching and observation of administrators who struggle to certify as evaluators.

Green Dot's Leadership Evaluation System will be piloted in 2012-2013. To ensure that principals are being evaluated uniformly, Cluster Directors, the Vice President of Education, and the Chief Academic Officer, meet to calibrate and review all school leader evaluations. They review all data and evidence to verify that evaluations and Effectiveness Ratings are consistent to the greatest degree possible.

The same family survey used in the Teacher Evaluation System will comprise 5% of a school site leader's evaluation.

School Wide Student Achievement: Student Growth – 60% of score

Student growth accounts for 60% of a principal's Effectiveness Rating, which is subdivided into three measures of student growth:

- *School Level Student Growth (SGP, 30%)*: Similar to teacher evaluations, school-level SGP

will be used as a measure of an administrator's success.

College-Readiness (high school only, 20%): This measure is composed of the following: percent of 11th graders deemed college-ready by math and English Language Arts Early Assessment Program scores,² and percent of graduates accepted to a four-year university.

—OR—

- *College-Readiness (middle school only, 20%):* This measure is composed of the following: percent of cohort 8th graders reading at grade level, as measured by the Scholastic Reading Inventory,³ and Northwest Evaluation Association (NWEA) RIT⁴ growth targets as measured by 2012-2013 results.
- *Academic Performance Index (API, 10%):* The API, as calculated by the California Department of Education, is a single number, ranging from 200 to 1000, which reflects a school's performance level based on the results of statewide testing.

School Wide Student Achievement: Effective Teachers – 10% of score

The Effective Teachers measure is based on the percentage of teachers the school leader recruits,

² The Early Assessment Program is a collaborative program that provides 11th grade students the opportunity to measure their readiness for college-level mathematics and English Language Arts.

³ The Scholastic Reading Inventory is a reading assessment that measures how well students read literature and expository texts at varying levels of difficulty.

⁴ The Northwest Evaluation Association's RIT Scale uses individual item difficulty values to estimate student achievement. Green Dot uses this scale on the NWEA interim exams each year.

retains, or promotes to leadership positions within the Green Dot system who are rated Highly Effective 1 or 2.

Green Dot’s Leadership Effectiveness Rating is a robust measure of performance

The scores from each of these areas of assessment are combined in the Leadership Scorecard and averaged to create an Effectiveness Rating tied to a performance band. By the end of the 2012-2013 school year, Green Dot’s Compensation Committee will also have determined the administrator PBCS, including differentiated compensation for career ladder positions.

Table 7: Leader Effectiveness Rating Scale

Effectiveness Rating	Performance Band	Proposed Performance-Based Bonuses for Assistant Principals	Proposed Performance-Based Bonuses for Principals
1.0 - 2.29	Developing	\$0	\$0
2.3 - 2.69	Achieving	\$0	\$0
2.7 - 3.09	Effective	\$0	\$3,500
3.1 – 4.0	Highly Effective	\$4,750	\$7,500

A focus on special populations’ needs is embedded in the Leadership Evaluation System

Supporting the needs of special populations of students is embedded in the Leadership Evaluation System through an indicator that measures the school leader’s knowledge of effective instruction, curriculum, and intervention strategies. This includes the leader’s implementation of intervention

programs for struggling students, such as before- or after-school tutoring, and appropriate programming and instruction for students with special needs, including English Language Learners.

Green Dot's evaluation system embodies a commitment to college readiness and to a culture of continuous improvement

School leaders are also evaluated on their ability to establish a learning culture that communicates “college for certain” for *all* students. To achieve this goal, school leaders establish a culture of collaboration and continuous improvement among staff, between staff and management, and among students, by drawing, in part, on evaluation feedback. Since Green Dot’s teachers are unionized, it is also important for administrators to foster a collaborative relationship with union leadership. Though not explicitly measured in the rubric, this is implicitly measured through the “People Management” indicators, which accounts for 20% of the Leader Competencies measure. The collaboration indicators include: 1) Building a collaborative, well-functioning team; 2) Communicating well with staff; and 3) Gathering input, collaborating, and providing leadership opportunities as appropriate.

Green Dot's Leadership Evaluation System is ready to be piloted and uses sophisticated tools

Academic year 2012-2013 will be a planning year for the Leadership Evaluation System, including piloting the system and refining the different mechanisms associated with it. The Leadership Evaluation Focus Group is charged with adopting a new rubric for Leader Competencies during the 2012-2013 school year, with the goal of rolling out a finalized version for the 2013-2014 school year. While the new rubric will not replace any part of the existing Leadership Scorecard, it will enhance the Leader Competencies measure (which makes up 25% of an administrator’s overall evaluation score).

Currently, the Leadership Evaluation Focus Group is studying two rubrics for final adoption in 2013-2014: the Interstate School Leaders Licensure Consortium Standards (ISSLCS) and the Vanderbilt Assessment for Leadership in Education (VAL-ED). The ISSLCS is the basis for the current Leader Competencies measure and assesses leader dispositions that are considered to be important for student and school success. The VAL-ED is aligned with the ISSLCS, but focuses on learning-centered leadership behaviors that influence teachers, staff, and student achievement.

After the Leadership Evaluation Focus Group has selected a new Leader Competencies rubric, the Compensation Committee will be tasked with creating an administrator PBCS that will roll out concurrently with the finalized Leadership Evaluation System in academic year 2013-2014.

Counselor Evaluation System

During academic year 2012-2013, Green Dot will begin to plan for a Counselor Evaluation System, with the intention of having this system included in the mature Educator Salary Structure Based on Effectiveness, as requested by the counselors themselves. During the planning year, Green Dot will take the following steps to address counselor evaluation and compensation:

- August 2012: An “All Green Dot Day kickoff” will be held. This event will include a presentation about the projected counselor PBCS, including an explanation of the grant opportunity and a request for counselors to be involved in a focus group.
- September 2012: A focus group of approximately eight counselors will be created. The focus group will be facilitated by the Director of Counseling and additional Home Office personnel. Focus group participants will receive stipends, as teachers did for their participation in the Teacher Evaluation System.

- September 2012-May 2013: The focus group will meet once per month for two hours to gather information on potential evaluation systems, elicit counselor ideas, and write recommendations.
- January-May 2013: A Counselor Evaluation System will be piloted.
- April 2013: Recommendations from the focus group will be reviewed by the Evaluation Committee and the Advisory Panel.
- May 2013: The Evaluation Committee will take its recommendations to the union.
- June 2013: The union will vote on any changes to the Counselor Evaluation System for the 2013-2014 academic year.
- Academic years 2013-2014 and 2014-2015: Like teachers before them, counselors will adopt an initial PBCS in the form of annual bonuses based on effectiveness, to be expanded into a mature Salary Structure Based on Effectiveness in 2015.

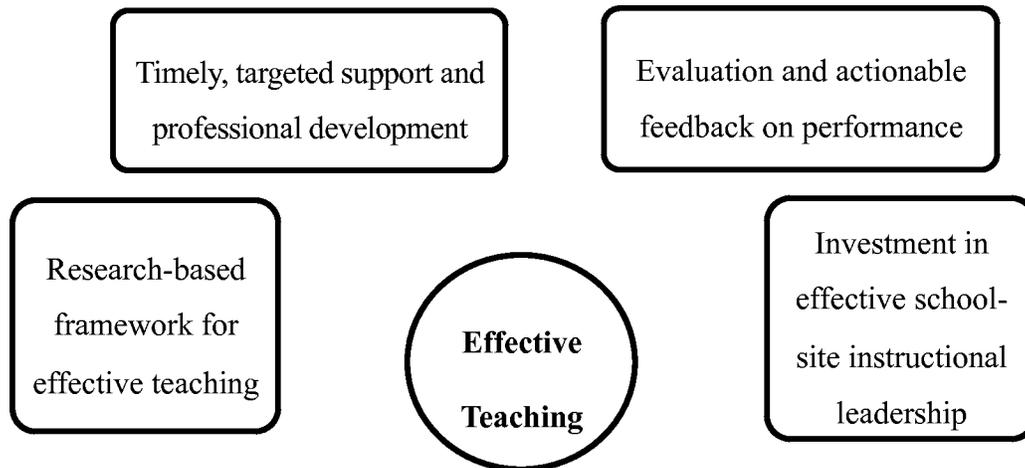
The high quality of the systems described above provides the data necessary to drive toward highly effective educators who ultimately help ensure that Green Dot is successful in ensuring every student is successful in college, leadership and life.

III. PROFESSIONAL DEVELOPMENT SYSTEMS TO SUPPORT THE NEEDS OF TEACHERS AND PRINCIPALS IDENTIFIED THROUGH THE EVALUATION PROCESS

Green Dot is building a Professional Development program aligned to the evaluation systems and career pathways established for teachers and leaders. The program will accelerate teachers along the career continuum and provide individualized support and coaching based on information gathered

from the evaluation process. In order to achieve this goal, the teacher development system incorporates the ideals illustrated in Figure 3.

Figure 3: Components of the Teacher Development System



For Green Dot, the most effective teacher supports are individualized, aligned to teacher performance as determined by evaluation, job-embedded, and frequent. Green Dot considers teacher supports effective only when they can be linked to increases in teaching effectiveness and improved student performance.

Green Dot uses the disaggregated information generated by the educator evaluation system to identify PD needs

Green Dot has never considered evaluation an end in and of itself; rather, we are committed to using evaluation to develop highly-qualified teachers and improve practice. As discussed previously, Green Dot's Teacher Evaluation System includes classroom observation, student growth, and stakeholder survey feedback. Green Dot disaggregates the data generated through each of these measures for each teacher so he or she can pursue both individually-tailored and collective PD.

Individually-tailored PD is supported by a system that connects evaluation to an online PD portal called BloomBoard. This resource provides each teacher with a private, personalized dashboard through which he or she can communicate with administrators about observations, record and manage personal growth goals (tied to the indicators of the Teaching Framework), and find support and solutions for meeting those goals in BloomBoard's marketplace of learning materials. The BloomBoard portal:

- Provides a support system for teachers, coaches and administrators aligned to TCRP.
- Provides a secure location for teachers and administrators to record and review individual Professional Growth Proposals, which are created in the first 30 days of each school year.
- Allows administrators to manage teacher observations by collecting and posting evidence and artifacts, and rate classroom practice.
- Provides teachers with a centralized location from which to: 1) locate their position in the evaluation cycle; 2) communicate with their administrators about the scheduling and ratings of an observation; 3) set personal, targeted goals tied to Teaching Framework indicators; 4) observe videos of best practices from teachers who have mastered a Teaching Framework indicator; 5) interact with a large and growing library of online PD resources tied to Teaching Framework indicators; and 6) monitor their progress toward targeted goals.
- Provides teachers with access to a variety of high-quality, self-driven, targeted PD aligned to every indicator in the Teaching Framework, including scholarly articles and educational research.

While Green Dot focuses its PD on individual teachers, it builds opportunities linked to evaluation

data for collective impact into its PD plans as well, providing school- and district-based supports that include:

- *Collaboration Days*: Teacher Leader Facilitators use content area teacher evaluation data to identify content area needs and build relevant professional development that addresses those needs. They plan and facilitate five data-driven PD days for their content areas.
- *Weekly school-wide PD activities*: Administrators use individual teacher evaluation data to design PD activities for use at the school level. For instance, at the end of semester one of the pilot year, administrators looked at all of their teachers' evaluation data and identified which indicators teachers at their sites were struggling with. They used these trends to redesign their weekly school site professional development for the year, so that it was better aligned to the areas of need. Every administrator redid their professional development plan for semester 2 so that it correlated to the needs of their staff.

Green Dot provides timely PD opportunities

At Green Dot, opportunities for professional development are immediate, ongoing and constant. As noted in previous sections of this proposal, Green Dot teachers undergo a minimum of six classroom observations a year to evaluate their performance in the first four domains of the Teaching Framework. The fifth domain is evaluated with stakeholder surveys: Student surveys are taken in November and April, a family survey is taken during an August-to-December window, and a peer survey is completed in April. These frequent and ongoing touch-points mean that Green Dot can immediately and frequently address weaknesses and provide differentiated support.

This support is tied to real, reliable and robust evaluations of performance and need. For example:

During an observation, an administrator finds that a teacher is seriously struggling with elements of Domain 3: Instruction. After reviewing the transcript of the observation, matching the evidence to the Teaching Framework, and scoring the indicators, the administrator will plan a coaching conversation that focuses on areas that a teacher has designated in his or her Professional Growth Plan at the beginning of the year, focusing on low indicators or indicators where there is a need for growth. The administrator helps the teacher choose from among the rich and targeted supports on BloomBoard. This process is repeated several times each year. Also, teachers can pursue immediate help from Mentor Teachers, Demonstration Classroom Teachers, Teacher Leader Academy members, Curriculum Specialists, and Math and Literacy Coordinators. Other resources include weekly site-based PD or Green Dot PD days run by Teacher Leader Facilitators, who design PD around the indicators with which teachers in their departments struggle.

Green Dot provides school-based, job-embedded opportunities for knowledge-to-practice transfer

Green Dot has designed teacher supports that place an emphasis on collaboration and practicality. A key feature of Green Dot's teacher support system is its emphasis on school-based, job-embedded supports that include access to several specially-trained staff development personnel. Many of these are school-based positions filled by classroom teachers from the Teacher Leader Development Pipeline. These are Career Ladder positions, usually with stipends, that are filled by very highly qualified classroom teachers who undergo a rigorous application and screening process.

- *Ánimo Data Fellows* are tasked with developing and implementing data systems and data-driven deliverables that provide Green Dot teachers with timely, actionable data to improve student outcomes.

- *Teacher Leader Facilitators* create professional development for teachers within their content areas while collaboratively planning and delivering five data-driven PD days for their content areas.
- *Teacher Leader Academy Member*. The Teacher Leader Academy is one step in developing strong teacher leaders within the Green Dot organization. The Teacher Leader Academy Program provides specific training to one teacher at three school sites in instructional coaching and facilitating professional inquiry teacher groups at their school site. These teachers observe and coach teachers during a designated release period.
- *Demonstration Classroom Teachers* coordinate with a facilitator (Teacher Effectiveness Supports Specialist or Curriculum Specialist) to organize a minimum of four Demonstration Classroom activities per semester, which are attended by teachers from across the Green Dot network. The Demonstration Classroom is an in-house PD tool that gives teachers opportunities to share effective teaching practices and learn from colleagues. It provides an authentic opportunity for colleagues to see effective pedagogy in practice.

These school-based support personnel are further supplemented by full-time Home Office employees who provide PD coaching support for all Green Dot schools as needed. Math, ELA, Science, Social Studies and Special Education coaches conduct frequent observations of teachers and use this data to determine how to help teachers improve their instruction. For instance, three math Curriculum Specialists conducted a total of 800 observations last year. After each of these observations they met with teachers for one-on-one coaching, and developed goals or questions of practice with the teachers. When they returned to observe and debrief again, they would revisit this goal or question of practice.

Curriculum Specialists would use the data gathered from these observations to design professional development for the whole department. Coaching is performed on a one-on-one basis that addresses the individual needs of teachers. The level of coaching services decreases in frequency as goals are met and proficiency increases. Other Career Ladder positions include:

- *Teacher Effectiveness Supports Specialists*, who build out the PD resources and trainings on BloomBoard that are needed to help teachers become highly effective in their mission to prepare students for college.
- *College Ready Framework Implementation Coordinator*, who helps ensure that administrators know how to use the Teaching Framework and that evaluation evidence and ratings are calibrated across the organization. Additionally, these professionals are trained to help teachers succeed on the Teaching Framework.
- The most highly effective teachers will be invited to take a fully-paid sabbatical year out of the classroom to focus full-time on the mentoring and coaching of other teachers in classroom management and instructional best practices.

Administrators also have the opportunity to engage in knowledge-to-practice transfer by taking on roles that are in addition to the principalship:

- *Principal Mentors* are principals who have demonstrated success at their schools. Principal Mentors ensure that best practices are well implemented across Green Dot by providing personalized coaching for two to three fellow administrators. Principal Mentors are also responsible for providing support to “trainee” administrators through Green

Dot's Administrators-in-Residence program and facilitating PD for administrators across the organization.

- *Principal Professional Development Advisors* provide targeted PD to administrators. PD Advisors allow other principals to observe as they lead weekly PD at their school sites. These observations are intended to improve administrators' ability to create effective PD at their own schools.

Green Dot provides PD that will improve instructional and leadership practices and is guided by the PD needs of individual educators

Green Dot is able to identify the individual needs of teachers through surveys administered to peers, families and students and by using data gathered over six observations. Green Dot is able to address those needs through a sophisticated interplay between teachers and administrators and the BloomBoard portal. Before each classroom observation, the teacher to be observed submits his or her lesson plan through BloomBoard for administrator evaluation. The administrator prepares for the pre-observation conference by matching the content of the teacher's lesson plan to Domain 1 indicators, rating each indicator and developing a coaching conversation centered around a teacher's strengths and weaknesses. The teacher also rates himself or herself on each Domain 1 indicator and shares his or her ratings with the administrator on BloomBoard prior to the Pre-Observation Conference. The administrator can use the teacher's ratings to help identify where there may be areas of misalignment. The meeting allows the administrator to share Domain 1 ratings, construct a positive coaching conversation centered around planning, and help the teacher consider revisions to the lesson plan prior to formal observation. After the classroom observation, the administrator ties the observation transcripts and related reflection questions and student work samples to Domains 2, 3,

4.1a and 4.1b and posts the results of this comparison on the portal. The administrator shares ratings with the teacher during their Post-Observation Conference, and although the teacher is rated against each indicator, the administrator frames this conversation around coaching and improvement, rather than scores.

Both teachers and administrators use BloomBoard to provide self-ratings, about which principals and other evaluators can post feedback and observations in a confidential manner. Once the feedback is posted, teachers can use the information provided by their administrators to record and manage personal growth goals and find support and solutions for meeting those goals in BloomBoard.

In addition to these observations, teachers and administrators meet three times during each school year: 1) During the first 30 days of the school year to review a teacher's Professional Growth Proposal; 2) at the end of the first semester (Interim Guiding Conference); and 3) at the end of the school year (Summative Conference) to measure progress made toward the goals defined during the professional growth proposal meeting. These conferences take the following forms:

Professional Growth Proposal

To accomplish Green Dot's goal of having a highly effective teacher in every classroom, all teachers complete a Professional Growth Proposal during the first 30 days of each school year. During the Professional Growth Proposal meeting, each teacher works with an administrator to decide how he or she hopes to advance his or her practice and to set goals. The teacher and administrator then collaborate to create a plan for meeting those goals and identify specific supports the teacher will need. Goals are entered into BloomBoard, and the administrator and teacher can use the "marketplace" functionality of BloomBoard to find targeted supports and PD tied to these goals. The goals, and a teacher's progress toward them, are addressed during the Interim and Summative

Conferences. Administrators and teachers also discuss these indicators and goals, as well as evidence of progress, during pre-observation and post-observation conferences.

Interim Guiding Conference

During the Interim Guiding Conference, which occurs at mid-year, the administrator and teacher review data, analyze the teacher's progress on personal goals, and update his or her Professional Growth Proposal. The conference provides an opportunity to discuss a teacher's strengths and areas for growth using all available data sources, including prior years' SGP, Semester 1 student surveys, and observations. The teacher and administrator work together to synthesize this data and discuss the teacher's progress on their Professional Growth Proposal.

Summative Conference

The Summative Conference, between the teacher and the administrator, provides an opportunity to discuss the teacher's strengths and areas for growth using all available data sources, including prior years' SGP, all stakeholder surveys, and all informal and formal observations. The administrator facilitates the conversation and coaches the teacher through an evaluation of his or her progress during the year and in setting goals for the next school year. The Summative Conference serves as a check-in for the Professional Growth Proposal and is the foundation for developing the next year's Proposal.

Green Dot's professional development system is robust, thorough, and designed to address the needs of individual educators. Anchored in six observations and the individual and collective use of a sophisticated portal that aligns evaluation to professional development, the system is further supplemented by a strong system of additional supports that includes individualized coaching from

both school- and Home Office-based personnel and content-area practice teams.

Principals also participate in professional development activities beyond those provided by their peer Principal Mentors and Principal Professional Development Advisors. Where appropriate, these activities are aligned to principal evaluations.

- *Coaching*: Cluster Directors provide individualized coaching sessions for each school site administrator twice per month. These coaching sessions are focused on the supervision of instruction.
- *Key Results*: Similar to Demonstration Classrooms, Key Results sessions involve principals visiting another school within their “cluster” to observe instruction. The host principal presents a focus question, and visitors walk through classrooms with this focus question in mind and provide the host principal feedback about their observations around the focus question. These sessions help principals share ideas with regard to the supervision of instruction and generate next steps to be taken at their school sites.
- *95/5*: Based on the belief that principals should spend 95% of their time onsite providing instructional leadership and 5% of their time offsite in Green Dot-wide trainings, 95/5 is a monthly full-day professional development activity for school leaders. The College Ready Framework Implementation Coordinator and Cluster Directors design activities to work with administrators on how to better evaluate and coach their teachers, including ongoing training in administrators’ inter-rater reliability.
- *Principals’ Retreat*: A two-day retreat for all principals and Green Dot Home Office staff that allows principals to reflect, evaluate their progress, and share best practices.

Green Dot is dedicated to further expanding its PD

During the 2012-2013 academic year, Green Dot will diligently build up PD supports, as well as expand current leadership opportunities in an effort to increase participation. The Framework Implementation Coordinator and the Teacher Supports Specialist will spend the year building out additional targeted supports to complement what is now in place, including supports aligned to the expectations of the Common Core.

Assurance for Requirement 7

TIF Funds for PD will be used only in the high needs schools documented in *Part 6: Other Attachments* to provide new resources and systems, and improve those already in place, to assist teachers in improving their skills. This includes individually-targeted content based on teacher evaluations as well as content-area and school-wide PD opportunities. Some funds will also be used to compensate educators who attend TIF-supported PD activities that occur outside official duty hours.

IV. INVOLVEMENT OF EDUCATORS

Green Dot has significant evidence of extensive educator involvement in the development of the teacher evaluation system

Green Dot employs over 500 teachers, counselors and administrators, over one-third of whom were directly involved in the development of the Teacher Evaluation System. These educators participated in several weekly and monthly on-site presentations, facilitated by each school's teacher site liaison and administrators and designed to gather feedback and learn from expertise during the development of the evaluation system. This combination of teacher and administrator input and experience is a

good example of the “create, pilot, refine” process Green Dot uses to construct all systems.

Green Dot surveyed teachers twice during the 2011-2012 school year to assess their understanding of the proposed systems and their perceived level of involvement in their creation. The survey contained statements to which teachers were expected to assign a level of agreement:

1. “The purpose and the mission of The College Ready Promise, which is the centerpiece of Green Dot’s vision of instructional improvement, have been communicated to me.” Seventy-five percent of respondents indicated agreement with this statement. This high rating indicates that teachers largely agreed that Green Dot communicated effectively with its educators in focus group meetings, webinars and Green Dot’s newly updated employee handbook, *An Outline of Teacher and Leader Evaluation* (see Part 6.9: *Other Supporting Documents*).
2. “I have been given the opportunity to provide input on the design of The College Ready Promise initiatives.” Over 35% of Green Dot’s stakeholders responded that they were involved in the development of the Teacher Evaluation System.

Educators were, in fact, involved in the design of every component of the evaluation system.

Through teacher focus groups, teacher input informed the development of the multiple-measures evaluation and aligned PBCS. This process was multi-dimensional and input-driven. Teacher Focus Groups provided input to the Advisory Panel (made up of teachers and administrators), which made recommendations to the Evaluation Committee (comprised of teachers, administrators and members of the Education Team). The Evaluation Committee often returned ideas to the Focus Group to reconsider and there was a genuine feedback loop where these groups interacted with one another and eventually came to consensus. Final recommendations by the Evaluation Committee formulated the general policies within the Teacher Development and Evaluation System. All recommendations

were forwarded to the management and teachers' union contract negotiating teams to develop Tentative Agreements.

After the union ratification of the Teacher Development and Evaluation System, the Evaluation Committee called for the establishment of the College Ready Teaching Framework Revision Committee and the Observation Cycle Revision Committee, consisting of teachers, administrators and Ed Team members. These committees met repeatedly throughout the summer of 2012 to make substantive revisions to both the Teaching Framework and the observation cycle. The committees based their revisions on the input it received from Green Dot educators during the course of the 2011-2012 pilot.

The Non-Tested Teacher Focus Group called for the establishment of a Summer Working Team, where non-tested teachers could work with outside consultants to develop new course assessment tools. Comprised of Spanish, PE, and Visual and Performing Arts teachers, the Summer Working Team met for three days to work with an outside consultant in unpacking their standards, developing pathways, and beginning the work to construct assessments that their content area teachers could pilot. This Summer Working Team will continue to work on building and piloting these assessments which, once developed, will be used across all Green Dot schools. We believe this is the first step in turning traditionally non-tested courses into tested courses.

Green Dot is dedicated to increasing teacher engagement and support

Green Dot's aim is to steadily increase educator support over the next year by continuing to solicit educator feedback and utilize the suggestions, comments and questions to inform ongoing adjustments to the system. Methods for gathering this feedback will include focus groups, communication from teacher site liaisons at each school site, webinars that result in survey questions,

survey questions following monthly site-based PD, continuous online wiki-forums on which stakeholders can provide feedback on the various elements of the multiple measures evaluation system, “Lunch and Learn” seminars, “Town Hall” meetings at the school sites, and feedback forums on the Teacher Effectiveness website. Using this information, Green Dot will continue to test, revise and implement new ideas, and eventually make recommendations to Green Dot’s negotiation teams.

Green Dot’s leaders are engaged in the development of the Leadership Evaluation System

Like teachers, leaders are engaged in the development of their Leadership Evaluation System. The Leadership Evaluation System will be piloted during the 2012-2013 school year with Effectiveness Ratings based on 2011-2012 data to determine each administrator’s current Career Path Level. A focus group of administrators will review data generated by the Leadership Evaluation System, discuss its validity, and make adjustments as appropriate.

Green Dot has also charged the Leadership Evaluation System Focus Group with creating a rubric for the Leader Competencies component of the system and the administrator PBCS, both of which will be rolled out in the 2013-2014 school year.

Green Dot will engage counselors in the development of their evaluation system

The teachers’ union consists of teachers *and* counselors. Counselors are crucial to Green Dot’s education system because they help students prepare for college, deal with behavioral issues, work to keep attendance high, are crucial to dropout prevention, and walk students through the FAFSA and college application process. In all these areas, counselors often work one-on-one with students’ families. Professional development for counselors provides opportunities for counselor support, improvement and growth and therefore is part of a more rigorous counselor PBCS.

As Green Dot was developing the teacher PBCS, our counselors expressed a desire to engage in the process. In fact, one of the four members of the union negotiation team was a counselor who emphasized that counselors want to be part of the PBCS. Moreover, Green Dot recognizes that teachers' involvement in the evaluation and proposed compensation was critical to building the system. Green Dot believes that involving counselors in the development of their own PBCS and aligned evaluation system is crucial to developing stakeholder support. Thus, Green Dot will involve counselors in the creation of a Counselor Evaluation System using a process very similar to that employed in the development of the Teacher Evaluation System, as discussed in the evaluation section of this proposal. Recommendations informed by the data will be taken to the union who will vote on any proposed changes to the Counselor Evaluation System for the 2013-2014 school year, ensuring educator involvement and support.

Green Dot has evidence of substantial teacher support for the educator evaluation system

Green Dot's teachers are unionized. The union has consistently supported and helped to advance the new evaluation and compensation systems. The union voted to adopt the interim performance-based bonus system and is committed to work toward an Educator Salary Structure Based on Effectiveness by 2014-2015. Further, results from a survey administered by the teachers' union reveal strong stakeholder support for using multiple measures as outlined in the Teacher Development and Evaluation System. Additionally, the union ran a bargaining survey in which a majority of responding stakeholders supported the adoption of an "alternative compensation system based on performance" (see the Tentative Agreement in *Part 6.9: Other Supporting Documents*). Green Dot's policy of open, consistent and thorough stakeholder involvement created such positive support that the teachers' union readily ratified the pilot use of a multiple-measure Teacher Evaluation System based on the Teaching Framework in 2011-2012. The union then ratified adoption of the complete

system across Green Dot's network of schools beginning in school year 2012-2013.

As further and final evidence of educator support of the proposed PBCS and Teacher Evaluation System, the following letters of support are included in *Part 6.5a: Commitment Letters*: seven letters of support from classroom teachers, including union President Arielle Zurzolo and union secretary William Heuisler, and nine from school administrators.

Green Dot has a robust and distinct system of educator involvement, engagement, and support, and is committed to the ongoing high-quality participation of educators in the design and implementation of the systems.

V. PROJECT MANAGEMENT

Green Dot's goal is to create an effective Human Capital Management System that includes a sustainable Educator Salary Structure Based on Effectiveness in order to improve student achievement. Green Dot will employ two major strategies to achieve this goal: 1) Incentivize effective teaching, school leadership, and student counseling through an evolving PBCS and accompanying Career Ladder opportunities in order to reward employees for measurable results in student growth; and 2) Improve educator and counselor performance through new and enhanced supports.

In order to implement these strategies, Green Dot has identified clear objectives and aligned them with major activities in order to support the overall goal of increasing student achievement. Specific project objectives include:

- Select an evaluation rubric for the Leadership Evaluation System (2012-2013).

- Determine a PBCS for school administrators (2012-2013).
- Design the components of the proposed Counselor Evaluation System by 2013-2014.
- Develop and pilot a new evaluation cycle for teachers (2012-2013).
- Refine the College Ready Teaching Framework so that performance measures are tied to distinct indicators without overlap (2012-2013).
- Replace the interim performance-based bonus system with a mature Educator Salary Structure Based on Effectiveness developed in partnership with the teachers' union (2014-2015).
- Tie the Counselor Evaluation System to the mature Educator Salary Structure Based on Effectiveness by 2014-2015.
- Build out the functionality and resources available on BloomBoard to include teachers, administrators, and counselors (2016-2017).
- Increase the efficiency of Green Dot's HCMS through realignment and automation of specific systems and processes to support improved student outcomes (2016-2017).

Key personnel are organized for success

Implementing the key strategies and activities that will enable Green Dot to create a sustainable PBCS and related systems requires dedicated leadership, implementation, and support personnel, who will guide, evaluate, and inform the project. The following personnel will serve in leadership positions to guide the implementation of Green Dot's TIF proposal:

- *Project Manager/Implementation Lead – Julia Fisher.* Ms. Fisher’s role as both Project Manager and Implementation Lead will include responsibilities that span all aspects of Green Dot’s evaluation systems and PBCS. This will include facilitating all teacher focus groups and the flow of communication between the focus groups, Advisory Panel and Evaluation Committee; coordinating with the teachers’ union; ensuring compliance with milestones and timelines across the project; creating strategic plans for each initiative and tracking progress; and leading teacher support work, including the development of technology supports through BloomBoard.
- *Human Capital Lead – Kelly Hurley.* As Vice President of Human Capital, Mr. Hurley’s responsibilities will include overseeing the development and implementation of the administrator PBCS; heading the Green Dot negotiations team; synthesizing recommendations from teachers, counselors and administrators for improving systems; and executing the teachers’ union contract in human capital management decisions.
- *Counselor Evaluation System Lead – Janneth Johnson.* Ms. Johnson, Director of Counseling, will be responsible for managing and facilitating focus groups; managing communications between the focus groups and Evaluation Committee and Advisory Panel; co-designing and implementing the 2012-2013 pilot Counselor Evaluation System; training school leaders on the system; and developing professional development programs for new Green Dot counselors.
- *Employee Solutions Lead – Kevin Keelen.* Mr. Keelen, as Vice President of Employee Solutions, will be responsible for supervising the data collection for Student Growth Percentile calculations, stakeholder surveys, and teacher observations; developing and

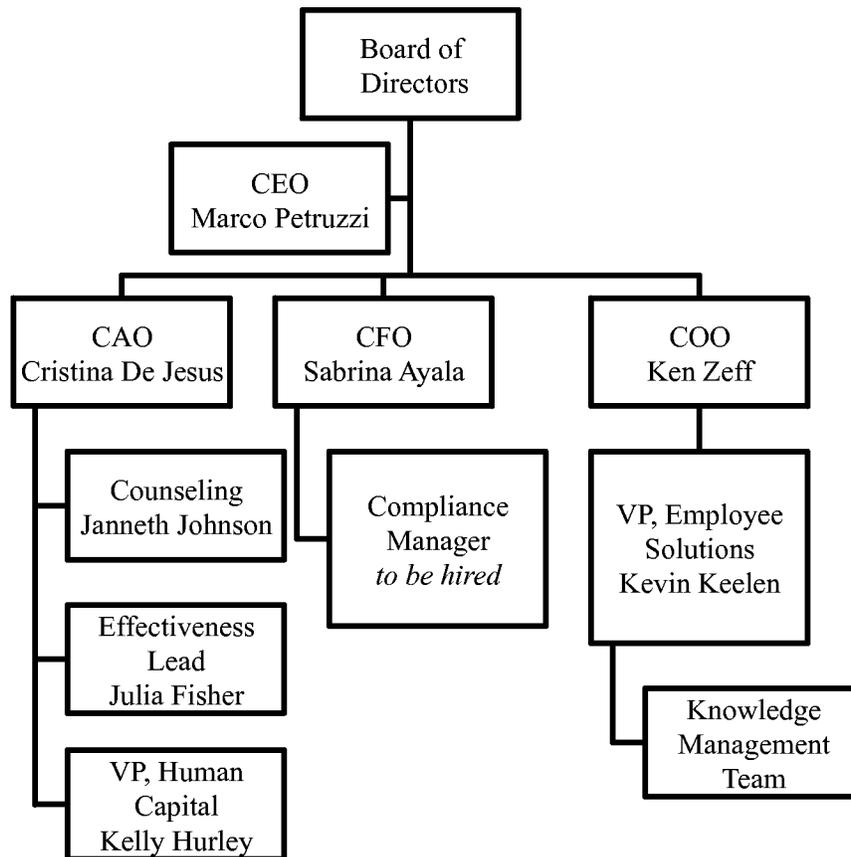
managing Tableau, a web-based portal for analyzing teacher, student and school data; and developing and managing the employee portal that links all data systems and resources.

- *Professional Development Lead – Daniel Helenius.* Mr. Helenius, as College Ready Framework Implementation Coordinator, will ensure that teacher evaluations are calibrated across the organization; train administrators to coach and develop their teachers; provide training and PD for Teacher Leader Facilitators and Demonstration Classroom Teachers; and develop materials to add to Green Dot’s PD Library in BloomBoard.
- *Chief Executive Officer – Marco Petruzzi.* Mr. Petruzzi will be responsible for disseminating organization-wide communication; facilitating communication between TIF leadership and Green Dot’s Board of Directors; and build community support for Green Dot’s Teacher Effectiveness work.
- *President and Chief Academic Officer – Cristina De Jesus.* Ms. De Jesus will be a critical leader and decision-maker in Green Dot’s HCMS, evaluation, and PBCS work. She will directly oversee the work of the Vice President of Education to ensure seamless integration of all TIF projects, and is the executive sponsor of Green Dot’s proposal.
- *Chief Financial Officer – Sabrina Ayala.* Ms. Ayala will continue her work as a leader in Green Dot’s financial decision-making, and coordinate the deliverables associated with the PBCS and TIF grant management.
- *Compliance Manager – to be hired.* The Compliance Manager will work closely with Ms. Ayala and be tasked with managing compliance with federal guidelines and regulations; tracking expenditures and invoices; submitting required financial reporting; ensuring the

proper use of TIF funds, and tracking project reporting deadlines and requirements.

The key personnel above are instrumental to the success of the activities Green Dot has outlined in this proposal. Each staff member is part of key management teams at Green Dot, intimately acquainted with Green Dot’s overall HCMS and vision of instructional improvement, and committed in full to meeting his or her obligation should Green Dot’s TIF application meet with success. Communication, rather than being siloed within different departmental structures, operates both vertically and horizontally through the Education Team, Grant Implementation Team, and various workgroups established to support Green Dot’s HCMS, evaluation systems, and PD resource development. Resumes can be found in *Part 6.8: Resumes*.

Figure 3: Organizational Structure



Green Dot has clear performance measures and an effective evaluation plan

Green Dot will determine project impact on teacher effectiveness and student achievement using the following metrics:

Table 8: Project Evaluation Metrics

Metric	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
% of effective and highly effective teachers	56%	58%	64%	73%	82%	87%
% of tested teachers with 3.0+ observation and 60+ SGP score	8.1%	13.1%	18.1%	23.1%	28%	33%
% of schools with 60+ SGP	33.3%	38.9%	44.4%	50%	55.6%	61.1%
% of teachers who support the new teacher evaluation system	n/a	55%	60%	65%	70%	75%
% of principals who support the new Leadership Evaluation System	n/a	80%	85%	90%	95%	100%
Number of schools meeting state API target	80%	85%	89%	89%	94%	94%

Green Dot’s plan to evaluate this project employs a mixed-method study aligned to the project goals, objectives and metrics. An external evaluator will provide measurement against the metrics in Table 8 and determine: 1) to what extent the strategies employed have impacted teacher, principal and counselor effectiveness; and 2) to what extent teacher, principal and counselor effectiveness have impacted school Student Growth Percentiles, and the number of schools meeting state Academic Performance Index (API) targets as a measure toward improvements in overall student achievement.

For teachers, the evaluation aims to determine if the percentage of the teaching workforce rated “Effective” or higher moves from 51% to 87% by the end of the grant period. Similarly, as a measure of administrator effectiveness, the evaluation would ask if the number of schools achieving a Student Growth Percentile of 60 or higher had increased from 33% to 61% and whether 94% of schools were meeting state API targets by the end of the grant period.

Green Dot will also conduct an evaluation focused on improving implementation of the strategies used to achieve these goals during the grant period. The evaluator will employ various research methods (observations, interviews, focus groups, and qualitative case studies). The evaluation will be built, initially, upon the following questions: 1) Is the project operating on timeline and within budget? Are the milestones in the implementation plan being met? 2) How do key stakeholders perceive the new policies and practices? How do their perceptions influence the implementation? 3) What conditions present challenges to full implementation? How consistent is the implementation across school sites? What factors influence variation? 4) How are the new policies and professional development systems producing observable changes in practice in schools and classrooms? and 5) Which policies and practices have the greatest impact on teacher effectiveness and student achievement?

Green Dot will select an external evaluator and work with the evaluator to select schools to participate in the study. Throughout the five years of the project, the evaluator will examine data, observe key planning meetings and training events, and conduct focus groups with educators to assess the breadth and depth of implementation.

Timeline with Benchmarks and Responsible Party

The full breadth and scope of activities can be found in Table 9, Implementation Timeline, in Part

6.9: Other Supporting Documents.

Year 1 (2012-2013)

During Year 1, Green Dot will undertake a multitude of activities both to scale-up existing systems and to develop new ones. For the *Teacher and Leader Evaluation Systems*:

- Refine the College Ready Teaching Framework and SGP derivation process (Education Team).
- Pilot a revised observation cycle (Education Team).
- Finalize the “Compliance” component of the Special Educator evaluation (Education Team).
- Roll out the performance-based bonus system (Finance & Accounting; Knowledge Management).
- Design a full PBCS for teachers (Education Team; Finance & Accounting).
- Pilot the new Leadership Evaluation System (Education Team; Human Capital).
- Develop a new rubric for the Leader Competencies measure (Education Team; Human Capital).

For the *Counselor Evaluation System*, Year 1 will be a planning year, beginning from the ground up. Specific benchmarks will include:

- Develop a multiple-measure Counselor Evaluation System (Counseling; Education Team).
- Design and launch a pilot of the new system in the 2nd semester (Counseling; Education Team).
- Design a full counselor PBCS (Finance & Accounting).

Years 2 – 3 (2013-2015)

- Roll out the refined Teaching Framework, observation cycle, and SGP metrics for the Teacher Evaluation System (Education Team; Knowledge Management).
- Roll out the finalized Leadership Evaluation System with associated PBCS (Education Team; Human Capital).
- Implement and monitor the Counselor Evaluation System and associated performance-based bonus system (Counseling; Education Team).
- Provisionally place principals, teachers, and counselors on the new PBCS salary structures (Counseling; Education Team; Human Capital; Knowledge Management).
- Implement full PBCS system-wide (Education Team).

Years 4-5 (2015-2017)

In the culminating years of the TIF grant, Green Dot will work to ensure that all systems are in place and aligned with the larger HCMS and vision of instructional improvement. Activities during Years 4 and 5 will include:

- Full implementation of the teacher and counselor Salary Structure Based on Effectiveness (Counseling; Education Team).
- Meeting targets for Salary Structure Based on Effectiveness participation: 90% of teachers, 100% of counselors and principals (Finance & Accounting; Knowledge Management).
- Analyzing the impact of PD supports on teacher, principal and counselor effectiveness (Knowledge Management).

With a coherent management strategy, expert personnel, sufficient human resources, and a high-

quality evaluation system that provides clear impact and implementation data, Green Dot is prepared to deliver impressive results on increasing educator effectiveness and student achievement.

VI. SUSTAINABILITY

Green Dot has committed sufficient non-TIF resources to support the PBCS and educator evaluation systems during and after the grant period

Green Dot has committed to implementing a sustainable PBCS across the entire organization and can demonstrate that it has the resources and robust sustainability plan required to ensure long-term success beyond the grant period. Though requiring significant financial assistance in the initial transitional phase, the sustainability model does not, in the long-term, depend on funding supplemental to traditional public revenue.

Green Dot has conducted detailed financial modeling and analysis to evaluate how the Performance-Based Compensation System would unfold over time, taking into account the following factors: 1) Teacher Mobility—The financial impact of teachers moving upwards through salary bands as their effectiveness increases; 2) Transitional Costs—The costs related to a gradual transition from a step-and-column salary structure to a mature Educator Salary Structure Based on Effectiveness; 3) Human Capital Trends—Changes in teacher recruitment and attrition rates; and 4) TIF: The strategic use of TIF funds to promote, rather than hinder, long-term sustainability.

Transitional Costs

In modeling the long-term financial implications of the proposed PBCS, Green Dot found that current salary expenditure would not dramatically increase at a rate significantly higher than

inflation through conversion from a step-and-column system to a mature Educator Salary Structure Based on Effectiveness. In fact, within three years of implementation, the system would find equilibrium largely within the means of public revenue.

Where Green Dot has identified the large majority of additional costs is in the first three years following adoption of the Educator Salary Structure Based on Effectiveness in 2014.

Negotiations between Green Dot and the teachers' union revealed a concern on the part of teachers that they may suffer a loss of salary as a result of the conversion. To alleviate these fears, Green Dot developed a compromise through which a teacher's salary, as determined through evaluation, will be compared to his or her salary prior to conversion. Teachers will be compensated at the higher amount.

For instance, if a seasoned teacher receives \$75,000 a year under the step-and-column system but is evaluated at a performance level that would be compensated at a rate of \$65,000, the teacher will continue to receive \$75,000 even after the implementation of the Educator Salary Structure Based on Effectiveness. The teacher would continue to be regularly and thoroughly evaluated each year through the Teacher Evaluation System outlined above, but the evaluation would only impact compensation at such time as the teacher advanced to a performance band that paid above \$75,000.

In the first year of implementation of the Educator Salary Structure Based on Effectiveness (2014-2015), it is expected that 30% of teachers will continue to receive step-and-column based salaries for the reasons outlined above. Over time, as teacher effectiveness improves, the number will drop as performance-based compensation overtakes former step-and-column salaries: to 20% in 2015-2016 and 10% in 2016-2017.

During those three years, such teachers are, in effect, earning higher salaries than the PBCS intends, increasing average teacher compensation to levels above and beyond those fundable through public revenue alone. As teacher effectiveness increases, so does the number of teacher transitioning to the financially sustainable Educator Salary Structure Based on Effectiveness.

Figure 5: Share of Teachers in Performance & Seniority Scales

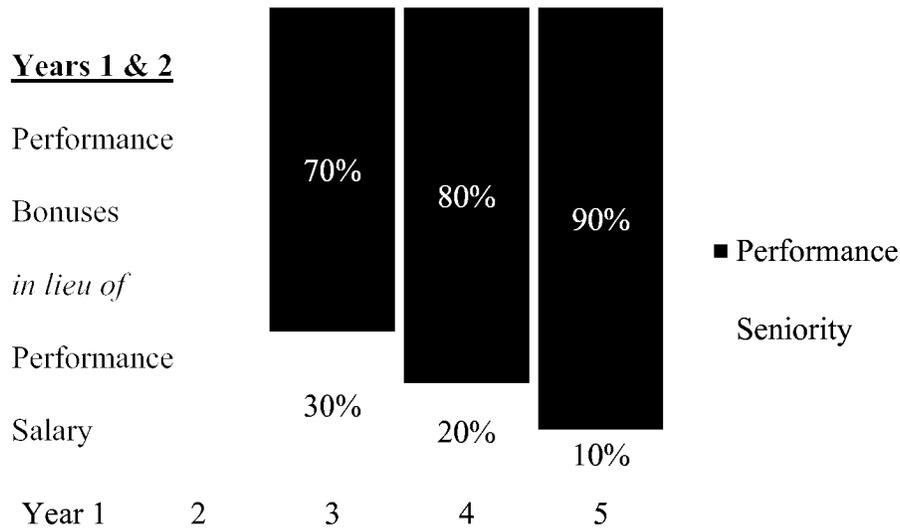


Figure 5 illustrates how Green Dot expects teachers, through years 3-5 of the grant period, to transition from step-and-column pay based largely on seniority to the Educator Salary Structure Based on Effectiveness.

Moreover, Green Dot’s recent focus on increasing teacher retention has resulted in a 2011-2012 retention rate of 90%. More teachers remaining within the Green Dot system has enormous financial ramifications for a step-and-column system based on seniority. Teacher compensation would, if the current system were maintained, quickly balloon. Conversion to an Educator Salary Structure Based on Effectiveness will, rather than increase costs, help stabilize them.

As a result, the accompanying project budget is weighted towards the start-up phase of the PBCS, reducing each year as the system approaches sustainability.

Figure 6: TIF Grant Request Portion of Total Performance-Based Compensation
(in millions of dollars)



Figure 6 illustrates the weighting of Green Dot’s ask over the five-year grant period, with a majority of requested funds covering the expense of teachers transitioning from a system of step-and-column plus performance-related bonus to an Educator Salary Structure Based on Effectiveness. Note that the chart represents an increase in *performance-based compensation* over this timeframe, not total teacher compensation.

Strategic Use of Funds

Green Dot has considered the strategic ways in which TIF funding could contribute most effectively to the development and implementation of the PBCS without jeopardizing a commitment to long-term sustainability. Though the organization is committed to

implementation of the PBCS, irrespective of TIF funding, a successful award would accelerate implementation by several years. For example, TIF funding would: 1) Provide the necessary funds to meet the initial expenditure caused by teachers caught in system conversion, as outlined above; 2) Provide for the development of new assessment tools for traditionally non-tested subjects, allowing all teachers to be evaluated equally; 3) Help incentivize the union ratification of the Educator Salary Structure Based on Effectiveness; 4) Expedite the development and rollout of the Counselor Evaluation System, which might otherwise take five to six years to accomplish; 5) Invest more aggressively in the development of the procedures and systems on which a successful launch depend; 6) Accelerate the conversion from an interim system of step-and-column plus bonus to an Educator Salary Structure Based on Effectiveness; 7) Support the expansion of Career Ladder roles; and 8) Ensure a fulltime Program Manager is assigned to the ongoing development and successful implementation of the PBCS throughout the Green Dot system.

Philanthropy

Historically, Green Dot has raised 5-15% of its operating budget through outside funding, including both public and philanthropic sources. Experience has shown us that the better our students perform, the more likely outside funders are to support our work. Green Dot welcomes its teachers surpassing expectations of increased effectiveness: increases in budgeted compensation will be offset by outstanding service to students and new funding opportunities.

Economies of Scale

Green Dot's continuing growth will also support the sustainability of the PBCS. Unlike many LEAs with many high-need schools, Green Dot is growing, not retracting. Historically, Green Dot has opened an average of two to three new schools per year. From FY 2007 to FY 2012, Green Dot's

student population growth averaged 27% per year. These trends produce economies of scale; for example, non-personnel operating expenses per student at Green Dot's Home Office declined by 19% from FY 2011 to FY 2012, with another 9% reduction forecast for FY 2013. As these trends continue, Green Dot can afford to devote more resources to direct educational expenses, like teacher and administrator compensation.

Public Revenue

Public education funding in California has reached a historical low, dropping significantly since 2008. Through this decline, Green Dot has maintained a sustainable model of quality schooling by cutting administrative costs and increasing fundraising, all while experiencing sustained growth in student outcomes. Looking forward, Green Dot expects public funding rates to normalize somewhat higher than current levels.

Green Dot's plan is both likely to be implemented and to result in a sustained evaluation system after the grant period ends

In addition to financial sustainability, it is important to ensure that operational systems are in place to ensure long-term success.

Organizational Commitment

Green Dot is committed to implementing a sustainable PBCS across the entire organization. Significant resources, both financial and human capital, have been expended in developing the systems outlined in this proposal. Educators have been involved in every stage of design. The teachers' union has voted in its favor. Green Dot believes that the proposed PBCS is one of the most

progressive systems of its kind anywhere in the country. Management, staff, administrators and teachers are committed to its success.

Green Dots HCMS and PBCS will be implemented equally across all schools and for all educators. Thus, in line with guidance provided by the Department of Education, Green Dot's implementation of the system will result in a more sustainable program, with input and support from all stakeholders.⁵

Union Support

Green Dot's engaged and supportive teachers' union makes a PBCS more sustainable.⁶ Green Dot and the union share a mission to provide highly effective teaching to all students. To date, Green Dot and the union have made great strides towards implementation of a new evaluation system and a PBCS. With the union's help, Green Dot directly involves teachers in the design process for all human capital management systems. As discussed previously, the union's recently ratified contract

⁵ See DOE, *Application for New Grants Under the Teacher Incentive Fund (TIF) Program*, "Analysis of Comments and Changes," at 114 ("As noted in the NPP, we believe that, to be successful and sustainable, any performance-based compensation System must be an integral part of an Human Capital Management System that is well-designed and implemented LEA-wide.").

⁶ See *id.* at 115 ("The Department believes that for [unionized] LEAs the process for securing widespread, high-quality educator support is more straightforward than for LEAs where unions are not designated as the exclusive representative of educators for the purposes of collective bargaining.").

includes a two-year performance bonus program based on the Teacher Evaluation System.

Ratification of an Educator Salary Structure Based on Effectiveness will commit the entire organization for the long-term. To our knowledge, Green Dot is the first unionized K-12 system in California that has ratified an agreement for a PBCS. Green Dot is out in front on this reform issue, and that means we are committed.

For all these reasons, Green Dot's PBCS and evaluation systems are sustainable. That sustainability is integral to our organization's success over the long haul. Green Dot's commitment to integrating performance-based compensation as a key human capital management strategy will endure long after the TIF grant period ends.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

Application Reference Charts

Instructions: These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to <http://www2.ed.gov/programs/teacherincentive/applicant.html> to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

Please indicate your eligibility classification

Instructions: Check the eligibility classification that applies to your application.

Applications from a single entity:

In the case of a single applicant that is an LEA, check this box.

LEA

Group Applications:

Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

2 or more LEAs

One or more SEAs and one or more LEAs

One or more nonprofit organizations and one or more LEAs (no SEA)

One or more nonprofit organizations and one or more LEAs and one or more SEAs

Instructions

Instructions: In each column of the table below, please specify where your application discusses each priority or requirement -- including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed.

Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.

Absolute Priority 1

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.</p>	<p>I. A Coherent and Comprehensive Human Capital Management System (HCMS)</p>	<p>2-15</p>	
<p>(1) How the HCMS is or will be aligned with the LEA’s vision of instructional improvement;</p>	<p>Green Dot’s HCMS is aligned to its vision of instructional improvement</p>	<p>2-4</p>	<p>College-Ready Teaching Framework (Part 6.9 Other Supporting Documents)</p>
<p>(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to</p>	<p>Educator effectiveness informs a range of human capital decisions at Green</p>	<p>5-10</p>	<p>Model for Conducting Telephone</p>

inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;	Dot		Interviews, Part 6, Appendix Current AMU/GD Contract (Part 6.5b Union Agreements)
(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators	Green Dot's financial and nonfinancial strategies and incentives for attracting and retaining effective teachers in high-need schools is adequate	12-13	
(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant's proposed PBCS in high-need schools begins no later than the third year of the grant's project period in the high-need schools listed in response to paragraph (a) of <u>Requirement 3--Documentation of High-Need Schools</u> .	Green Dot is poised to adopt a salary structure based on effectiveness	10-12	

Absolute Priority 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 2: Educator Evaluation Systems</p> <p>To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-</p>	<p>II. Rigorous, Valid and Reliable Educator Evaluation Systems</p>	<p>15-35</p>	<p>Tentative Green Dot/AMU Agreement (Part 6.5b Union Agreements)</p>
<p>(1) The frequency of evaluations, which must be at least annually;</p>	<p>The Green Dot Teacher Evaluation system uses multiple measures</p> <p>Green Dot’s Leadership Evaluation System puts student outcomes first</p>	<p>17-23</p> <p>28-32</p>	<p>Leadership Evaluation Rubric (Part 6.9 Other Supporting Documents)</p> <p>Leadership Scorecard (Part 6.9 Other Supporting Documents)</p>
<p>(2) The evaluation rubric for educators that includes at least three performance levels and the following--</p>	<p>Green Dot has a rigorous, valid and reliable Teacher Development and Evaluation System</p> <p>Green Dot’s Leadership Evaluation System puts student outcomes first</p>	<p>15-17</p> <p>28-32</p>	<p>College-Ready Teaching Framework (Part 6.9 Other Supporting Documents)</p>
<p>(i) Two or more observations during each</p>	<p>The Green Dot Teacher</p>	<p>16-23</p>	

evaluation period;	Evaluation system uses multiple measures Green Dot's Leadership Evaluation System puts student outcomes first	27-30	
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	The Green Dot Teacher Evaluation system uses multiple measures Green Dot's Leadership Evaluation System puts student outcomes first	17-23 28-32	
(iii) Additional factors determined by the LEA;	The Green Dot Teacher Evaluation system uses multiple measures Green Dot's Leadership Evaluation System puts student outcomes first	17-23 28-32	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	Green Dot combines multiple measures to produce an Effectiveness Rating of each teacher's performance Green Dot's Leadership Evaluation System puts student outcomes first	23-26 28-32	
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	Green Dot is poised for full implementation of the Teacher Development and Evaluation System Green Dot's Leadership Evaluation System is ready	26-28 32	

	to be piloted and uses sophisticated tools		
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Absolute Priority 3			

Competitive Preference Priority 4

Competitive Preference Priority 5

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness (if applicable)</p> <p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this</p>	Green Dot is poised to adopt a salary structure based on effectiveness	10-12	

proposal, an applicant must describe--			
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	Educator Salary Structure Based on Effectiveness Model	11-12	
(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and	Green Dot has committed sufficient non-TIF resources to support the PBCS and educator evaluation systems during and after the grant period.	60-64	Tentative Agreement (Part 6.5b Union Agreements)
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	Green Dot's plan for implementation is both likely to be implemented and to result in a sustained evaluation system after the grant period ends	65-67	

Requirement 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	Green Dot is poised to adopt a salary structure based on effectiveness	10-11	
<ul style="list-style-type: none"> • Design Model 1 or 2 	Salary Structure Based on Effectiveness Model	11-12	
<ul style="list-style-type: none"> • PBCS Optional Features 	Salary Structure Based on Effectiveness Model	11-12	

Requirement 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 2: Involvement and Support of Teachers and Principals In its application, the applicant must include--</p> <p>(a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;</p>	Green Dot has significant evidence of extensive educator involvement in the development of the teacher evaluation system.	46-48	
	Green Dot's leaders are engaged in the development of the leadership evaluation system.	49	
	Green Dot is dedicated to increasing teacher engagement and support.	48-49	
<p>(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and</p>	Green Dot has evidence of substantial teacher support for the educator evaluation system.	50-51	Tentative Agreement (Part 6.5b Union Agreements)
<p>(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.</p>	Green Dot has significant evidence of extensive educator involvement in the development of the teacher evaluation system.	46-49	

Requirement 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 3: Documentation of High-Need Schools</p> <p>Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--</p>			
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>			Part 6.2: High Need Documentation
<p>(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). <i>[Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will not accept LEA- or State-level data for purposes</i></p>			Part 6.2: High Need Documentation

<i>of documenting whether a school is a high-poverty school; and</i>			
(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.			

Application Reference Charts

Instructions: These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to <http://www2.ed.gov/programs/teacherincentive/applicant.html> to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

Please indicate your eligibility classification

Instructions: Check the eligibility classification that applies to your application.

Applications from a single entity:

In the case of a single applicant that is an LEA, check this box.

LEA

Group Applications:

Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

2 or more LEAs

One or more SEAs and one or more LEAs

One or more nonprofit organizations and one or more LEAs (no SEA)

One or more nonprofit organizations and one or more LEAs and one or more SEAs

Instructions

Instructions: In each column of the table below, please specify where your application discusses each priority or requirement -- including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed.

Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.

Absolute Priority 1

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.</p>	<p>I. A Coherent and Comprehensive Human Capital Management System (HCMS)</p>	<p>2-15</p>	
<p>(1) How the HCMS is or will be aligned with the LEA’s vision of instructional improvement;</p>	<p>Green Dot’s HCMS is aligned to its vision of instructional improvement</p>	<p>2-4</p>	<p>College-Ready Teaching Framework (Part 6.9 Other Supporting Documents)</p>
<p>(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to</p>	<p>Educator effectiveness informs a range of human capital decisions at Green</p>	<p>5-10</p>	<p>Model for Conducting Telephone</p>

<p>inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p>	<p>Dot</p>		<p>Interviews, Part 6, Appendix Current AMU/GD Contract (Part 6.5b Union Agreements)</p>
<p>(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators</p>	<p>Green Dot’s financial and nonfinancial strategies and incentives for attracting and retaining effective teachers in high-need schools is adequate</p>	<p>12-13</p>	
<p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant’s proposed PBCS in high-need schools begins no later than the third year of the grant’s project period in the high-need schools listed in response to paragraph (a) of <u>Requirement 3--Documentation of High-Need Schools</u>.</p>	<p>Green Dot is poised to adopt a salary structure based on effectiveness</p>	<p>10-12</p>	

Absolute Priority 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 2: Educator Evaluation Systems</p> <p>To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-</p>	<p>II. Rigorous, Valid and Reliable Educator Evaluation Systems</p>	<p>15-35</p>	<p>Tentative Green Dot/AMU Agreement (Part 6.5b Union Agreements)</p>
<p>(1) The frequency of evaluations, which must be at least annually;</p>	<p>The Green Dot Teacher Evaluation system uses multiple measures</p> <p>Green Dot's Leadership Evaluation System puts student outcomes first</p>	<p>17-23</p> <p>28-32</p>	<p>Leadership Evaluation Rubric (Part 6.9 Other Supporting Documents)</p> <p>Leadership Scorecard (Part 6.9 Other Supporting Documents)</p>
<p>(2) The evaluation rubric for educators that includes at least three performance levels and the following--</p>	<p>Green Dot has a rigorous, valid and reliable Teacher Development and Evaluation System</p> <p>Green Dot's Leadership Evaluation System puts student outcomes first</p>	<p>15-17</p> <p>28-32</p>	<p>College-Ready Teaching Framework (Part 6.9 Other Supporting Documents)</p>
<p>(i) Two or more observations during each</p>	<p>The Green Dot Teacher</p>	<p>16-23</p>	

evaluation period;	Evaluation system uses multiple measures Green Dot's Leadership Evaluation System puts student outcomes first	27-30	
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	The Green Dot Teacher Evaluation system uses multiple measures Green Dot's Leadership Evaluation System puts student outcomes first	17-23 28-32	
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(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	Green Dot combines multiple measures to produce an Effectiveness Rating of each teacher's performance Green Dot's Leadership Evaluation System puts student outcomes first	23-26 28-32	
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Absolute Priority 3			

Competitive Preference Priority 4

Competitive Preference Priority 5

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
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proposal, an applicant must describe--			
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	Educator Salary Structure Based on Effectiveness Model	11-12	
(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and	Green Dot has committed sufficient non-TIF resources to support the PBCS and educator evaluation systems during and after the grant period.	60-64	Tentative Agreement (Part 6.5b Union Agreements)
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	Green Dot's plan for implementation is both likely to be implemented and to result in a sustained evaluation system after the grant period ends	65-67	

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<ul style="list-style-type: none"> Design Model 1 or 2 	Salary Structure Based on Effectiveness Model	11-12	
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	Green Dot's leaders are engaged in the development of the leadership evaluation system.	49	
	Green Dot is dedicated to increasing teacher engagement and support.	48-49	
<p>(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and</p>	Green Dot has evidence of substantial teacher support for the educator evaluation system.	50-51	Tentative Agreement (Part 6.5b Union Agreements)
<p>(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.</p>	Green Dot has significant evidence of extensive educator involvement in the development of the teacher evaluation system.	46-49	

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<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>			Part 6.2: High Need Documentation
<p>(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). <i>[Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will not accept LEA- or State-level data for purposes</i></p>			Part 6.2: High Need Documentation

<i>of documenting whether a school is a high-poverty school; and</i>			
(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.			

High Need Documentation.

All 16 schools covered by this application qualify as high needs schools by the definition of TIF, since in each case more than 50% of enrolled students are from low-income families, based on their eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act.

School	Enrollment	%FRPL
Animo Leadership CHS	622	94.40%
Oscar De La Hoya Animo CHS	587	98.27%
Animo South LA CHS	619	91.98%
Animo Venice CHS	549	87.10%
Animo Pat Brown CHS	582	99.11%
Animo Ralph Bunche CHS	747	99.71%
Animo Jackie Robinson CHS	587	96.72%
Animo Jefferson CMS	372	98.94%
Animo Locke Tech CHS	543	97.59%
Animo Watts College Preparatory Academy	560	95.99%
Animo Locke 1 College Preparatory Academy	794	94.70%
Animo Locke II College Preparatory Academy	832	95.40%
Alain Leroy Locke 3 College Preparatory Academy	571	93.26%
Animo Westside CMS	85	76.77%
Animo Phillis Wheatley Charter Middle School	517	61.84%
Ánimo College Preparatory Academy	413	82.46%

Charter School Documentation

By law, Green Dot's charter schools have school district status:

California Education Code

47634.4. (a) A charter school that elects to receive its funding directly, pursuant to Section 47651, may apply individually for federal and state categorical programs, not excluded in this section, but only to the extent it is eligible for funding and meets the provisions of the program. For purposes of determining eligibility for, and allocation of, state or federal categorical aid, a charter school that applies individually shall be deemed to be a school district, except as otherwise provided in this chapter.

As well, please find attached letters from the California Department of Education confirming that the 16 Green Dot schools in this application have approved LEA plans. Since five of those schools have recently changed their names, the table below provides a mapping between the old names and the new school names:

Changed	Animo Watts CHS	Animo Watts College Preparatory Academy
Changed	Animo Locke #1 CHS	Animo Locke 1 College Preparatory Academy
Changed	Animo Locke #2 CHS	Animo Locke II College Preparatory Academy
Changed	Animo Locke #3 CHS	Alain Leroy Locke 3 College Preparatory Academy
Changed	Animo Charter Middle School #4	Animo Phillis Wheatley Charter Middle School
Unchanged	Animo Leadership CHS	Animo Leadership CHS
Unchanged	Oscar De La Hoya Animo CHS	Oscar De La Hoya Animo CHS
Unchanged	Animo South LA CHS	Animo South LA CHS
Unchanged	Animo Venice CHS	Animo Venice CHS
Unchanged	Animo Pat Brown CHS	Animo Pat Brown CHS
Unchanged	Animo Ralph Bunche CHS	Animo Ralph Bunche CHS
Unchanged	Animo Jackie Robinson CHS	Animo Jackie Robinson CHS
Unchanged	Animo Jefferson CMS	Animo Jefferson CMS
Unchanged	Animo Locke Tech CHS	Animo Locke Tech CHS
Unchanged	Ánimo College Preparatory Academy	Ánimo College Preparatory Academy
Unchanged	Animo Westside CMS	Animo Westside CMS

Fax Cover Sheet**Tom Torlakson**
State Superintendent
of Public Instruction**Improvement and Accountability Division**
1430 N Street, Suite 6208
Sacramento, CA 95814
Phone: 916-319-0926
Fax: 916-322-5092**TO:** Erica Gonzalez, Director, Public Affairs**FAX NUMBER:** 323-565-1610**PHONE NUMBER:** 323-565-1600**DATE:** July 26, 2012**PAGES (including cover sheet):** 18**FROM:** Cheryl Tiner, Assistant Consultant
Improvement and Accountability Division
California Department of Education
1430 N Street, Suite 6208
Sacramento, CA 95814-5901**SUBJECT:** 17 of 18 SBE Approval Letters of LEA Plans for Green Dot Public Schools**MESSAGE:**

Dear Ms. Gonzalez:

I have located 17 of the 18 State Board of Education (SBE) approval letters of the Local Educational Agency (LEA) Plans for Green Dot Public Schools. The only one I could not find is Animo Leadership Charter High School, county-district-school code 19-64709-1996313. It was approved by the SBE at its September 2003 meeting. A list of LEA Plans approved by the SBE in September 2003 is posted on the California Department of Education September 2003 Direct Funded Fully Approved Plans Web page at <http://www.cde.ca.gov/nclb/sr/le/septfund.asp>.

If you have any questions regarding this subject, please contact me by phone at 916-319-0414 or by e-mail at ctiner@cde.ca.gov.



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

November 21, 2011

Marco Petruzzi, Superintendent
Animo Charter High School #1
1149 South Hill Street, Suite 600
Los Angeles, CA 90015

Dear Superintendent Petruzzi:

I am pleased to inform you that your Local Educational Agency (LEA) Plan, as required by the No Child Left Behind Act of 2001, was approved by the State Board of Education (SBE) at its meeting on November 9, 2011. The list of approved LEA Plans will be forwarded to the California Department of Education (CDE) School Fiscal Services Division for reference in the distribution of federal and state apportionments. Please note that before these funds can be apportioned to your LEA, the LEA also must have a SBE-approved Consolidated Application.

The LEA Plan should be annually reviewed and amended by the district as necessary. Until further notice, please retain any amendments to the Plan at your LEA level. For more information about LEA Plans, please visit the Local Educational Agency Plan Web page at <http://www.cde.ca.gov/nclb/sr/le/>.

Congratulations on the approval of your LEA Plan. If you have questions regarding this subject, please contact Cheryl Tiner, Assistant Consultant, District and School Improvement Division, by phone at 916-319-0414, or by e-mail at ctiner@cde.ca.gov. Thank you for your dedication to providing a quality education for your students.

Sincerely,

(b)(6)

Christine Swenson, Director
Improvement and Accountability Division

CS:ct



CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

January 30, 2009

Marco Petruzzi, Superintendent
Animo Jackie Robinson Charter High School
27368 Via Industria #5
Temecula, CA 92590

Dear Superintendent Petruzzi:

I am pleased to inform you that your Local Educational Agency (LEA) Plan, as required by the No Child Left Behind Act of 2001, was approved by the State Board of Education (SBE) at its meeting on January 8, 2009. The list of approved LEA Plans will be forwarded to the California Department of Education (CDE) School Fiscal Services Division for reference in the distribution of federal and state apportionments. Please note that before these funds can be apportioned to your LEA, the LEA also must have a SBE-approved Consolidated Application.

The LEA Plan should be annually reviewed and amended by the district as necessary. Until further notice, please retain any amendments to the Plan at your LEA level. For more information about LEA Plans, please visit the CDE Local Educational Agency Plan Web page at <http://www.cde.ca.gov/nclb/sr/le/>.

Congratulations on the approval of your LEA Plan. If you have questions regarding this subject please contact Cheryl Tiner, Assistant Consultant, Accountability and Improvement Division, at 916-319-0414, or by e-mail at ctiner@cde.ca.gov. Thank you for your dedication to providing a quality education for your students.

Sincerely,

(b)(6)

Fred Balcom, Director
Accountability and Improvement Division

FB:ct



CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

January 30, 2009

Marco Petruzzi, Superintendent
Animo Ralph Bunche Charter High School
27368 Via Industria #5
Temecula, CA 92590

Dear Superintendent Petruzzi:

I am pleased to inform you that your Local Educational Agency (LEA) Plan, as required by the No Child Left Behind Act of 2001, was approved by the State Board of Education (SBE) at its meeting on January 8, 2009. The list of approved LEA Plans will be forwarded to the California Department of Education (CDE) School Fiscal Services Division for reference in the distribution of federal and state apportionments. Please note that before these funds can be apportioned to your LEA, the LEA also must have a SBE-approved Consolidated Application.

The LEA Plan should be annually reviewed and amended by the district as necessary. Until further notice, please retain any amendments to the Plan at your LEA level. For more information about LEA Plans, please visit the CDE Local Educational Agency Plan Web page at <http://www.cde.ca.gov/nclb/sr/le/>.

Congratulations on the approval of your LEA Plan. If you have questions regarding this subject please contact Cheryl Tiner, Assistant Consultant, Accountability and Improvement Division, at 916-319-0414, or by e-mail at ctiner@cde.ca.gov. Thank you for your dedication to providing a quality education for your students.

Sincerely,

(b)(6)

Fred Balcom, Director
Accountability and Improvement Division

FB:ct



CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

January 30, 2009

Marco Petruzzi, Superintendent
Animo Venice Charter High School
27368 Via Industria #5
Temecula, CA 92590

Dear Superintendent Petruzzi:

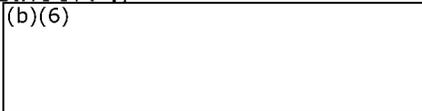
I am pleased to inform you that your Local Educational Agency (LEA) Plan, as required by the No Child Left Behind Act of 2001, was approved by the State Board of Education (SBE) at its meeting on January 8, 2009. The list of approved LEA Plans will be forwarded to the California Department of Education (CDE) School Fiscal Services Division for reference in the distribution of federal and state apportionments. Please note that before these funds can be apportioned to your LEA, the LEA also must have a SBE-approved Consolidated Application.

The LEA Plan should be annually reviewed and amended by the district as necessary. Until further notice, please retain any amendments to the Plan at your LEA level. For more information about LEA Plans, please visit the CDE Local Educational Agency Plan Web page at <http://www.cde.ca.gov/nclb/sr/le/>.

Congratulations on the approval of your LEA Plan. If you have questions regarding this subject please contact Cheryl Tiner, Assistant Consultant, Accountability and Improvement Division, at 916-319-0414, or by e-mail at ctiner@cde.ca.gov. Thank you for your dedication to providing a quality education for your students.

Sincerely,

(b)(6)



Fred Balcom, Director
Accountability and Improvement Division

FB:ct



CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

January 30, 2009

Marco Petruzzi, Superintendent
Oscar De La Hoya Animo Charter High School
27368 Via Industria #105
Temecula, CA 92590

Dear Superintendent Petruzzi:

I am pleased to inform you that your Local Educational Agency (LEA) Plan, as required by the No Child Left Behind Act of 2001, was approved by the State Board of Education (SBE) at its meeting on January 8, 2009. The list of approved LEA Plans will be forwarded to the California Department of Education (CDE) School Fiscal Services Division for reference in the distribution of federal and state apportionments. Please note that before these funds can be apportioned to your LEA, the LEA also must have a SBE-approved Consolidated Application.

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(b)(6)

Fred Balcom, Director
Accountability and Improvement Division

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CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

January 30, 2009

Marco Petruzzi, Superintendent
Animo Pat Brown Charter High School
27368 Via Industria #5
Temecula, CA 92590

Dear Superintendent Petruzzi:

I am pleased to inform you that your Local Educational Agency (LEA) Plan, as required by the No Child Left Behind Act of 2001, was approved by the State Board of Education (SBE) at its meeting on January 8, 2009. The list of approved LEA Plans will be forwarded to the California Department of Education (CDE) School Fiscal Services Division for reference in the distribution of federal and state apportionments. Please note that before these funds can be apportioned to your LEA, the LEA also must have a SBE-approved Consolidated Application.

The LEA Plan should be annually reviewed and amended by the district as necessary. Until further notice, please retain any amendments to the Plan at your LEA level. For more information about LEA Plans, please visit the CDE Local Educational Agency Plan Web page at <http://www.cde.ca.gov/nclb/sr/le/>.

Congratulations on the approval of your LEA Plan. If you have questions regarding this subject please contact Cheryl Tiner, Assistant Consultant, Accountability and Improvement Division, at 916-319-0414, or by e-mail at ctiner@cde.ca.gov. Thank you for your dedication to providing a quality education for your students.

Sincerely,

(b)(6)

Fred Balcom, Director
Accountability and Improvement Division

FB:ct



CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

January 30, 2009

Marco Petruzzi, Superintendent
Animo South Los Angeles Charter High School
27368 Via Industria #5
Temecula, CA 92590

Dear Superintendent Petruzzi:

I am pleased to inform you that your Local Educational Agency (LEA) Plan, as required by the No Child Left Behind Act of 2001, was approved by the State Board of Education (SBE) at its meeting on January 8, 2009. The list of approved LEA Plans will be forwarded to the California Department of Education (CDE) School Fiscal Services Division for reference in the distribution of federal and state apportionments. Please note that before these funds can be apportioned to your LEA, the LEA also must have a SBE-approved Consolidated Application.

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Sincerely,

(b)(6)

Fred Balcom, Director
Accountability and Improvement Division

FB:ct



CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

March 13, 2009

Marco Petruzzi, Superintendent
Animo Watts #2 Charter High School
27368 Via Industria #105
Temecula, CA 92590

Dear Superintendent Petruzzi:

I am pleased to inform you that your Local Educational Agency (LEA) Plan, as required by the No Child Left Behind Act of 2001, was approved by the State Board of Education (SBE) at its meeting on March 11, 2009. The list of approved LEA Plans will be forwarded to the California Department of Education (CDE) School Fiscal Services Division for reference in the distribution of federal and state apportionments. Please note that before these funds can be apportioned to your LEA, the LEA also must have a SBE-approved Consolidated Application.

The LEA Plan should be annually reviewed and amended by the district as necessary. Until further notice, please retain any amendments to the Plan at your LEA level. For more information about LEA Plans, please visit the CDE Local Educational Agency Plan Web page at <http://www.cde.ca.gov/nclb/sr/le/>.

Congratulations on the approval of your LEA Plan. If you have questions regarding this subject please contact Cheryl Tiner, Assistant Consultant, Accountability and Improvement Division, at 916-319-0414, or by e-mail at ctiner@cde.ca.gov. Thank you for your dedication to providing a quality education for your students.

Sincerely,

(b)(6)

Fred Balcom, Director
Accountability and Improvement Division

FB:ct



JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CALIFORNIA
DEPARTMENT OF
EDUCATION

January 22, 2010

Marco Petruzzi, Superintendent
Animo Locke Technology Charter High
27368 Via Industria #105
Temecula, CA 92590

Dear Superintendent Petruzzi:

I am pleased to inform you that your Local Educational Agency (LEA) Plan, as required by the Elementary and Secondary Educational Act was approved by the State Board of Education (SBE) at its meeting on January 6, 2010. The list of approved LEA Plans will be forwarded to the California Department of Education (CDE) School Fiscal Services Division for reference in the distribution of federal and state apportionments. Please note that before these funds can be apportioned to your LEA, the LEA also must have a SBE-approved Consolidated Application.

The LEA Plan should be annually reviewed and amended by the district as necessary. Until further notice, please retain any amendments to the Plan at your LEA level. For more information about LEA Plans, please visit the Local Educational Agency Plan Web page at <http://www.cde.ca.gov/nclb/sr/le/>.

Congratulations on the approval of your LEA Plan. If you have questions regarding this subject, please contact Cheryl Tiner, Assistant Consultant, District and School Improvement Division, at 916-319-0414, or by e-mail at ctiner@cde.ca.gov. Thank you for your dedication to providing a quality education for your students.

Sincerely,

(b)(6)

Fred Balcom, Director
District and School Improvement Division

FB:ct



JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CALIFORNIA
DEPARTMENT OF
EDUCATION

January 22, 2010

Marco Petruzzi, Superintendent
Animo Locke Charter High #2
27368 Via Industria #105
Temecula, CA 92590

Dear Superintendent Petruzzi:

I am pleased to inform you that your Local Educational Agency (LEA) Plan, as required by the Elementary and Secondary Educational Act was approved by the State Board of Education (SBE) at its meeting on January 6, 2010. The list of approved LEA Plans will be forwarded to the California Department of Education (CDE) School Fiscal Services Division for reference in the distribution of federal and state apportionments. Please note that before these funds can be apportioned to your LEA, the LEA also must have a SBE-approved Consolidated Application.

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Sincerely,

(b)(6)

Fred Balcom, Director
District and School Improvement Division

FB:ct



JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CALIFORNIA
DEPARTMENT OF
EDUCATION

January 22, 2010

Marco Petruzzi, Superintendent
Animo Locke Charter High #1
27368 Via Industria #105
Temecula, CA 92590

Dear Superintendent Petruzzi:

I am pleased to inform you that your Local Educational Agency (LEA) Plan, as required by the Elementary and Secondary Educational Act was approved by the State Board of Education (SBE) at its meeting on January 6, 2010. The list of approved LEA Plans will be forwarded to the California Department of Education (CDE) School Fiscal Services Division for reference in the distribution of federal and state apportionments. Please note that before these funds can be apportioned to your LEA, the LEA also must have a SBE-approved Consolidated Application.

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Sincerely,

(b)(6)

Fred Balcom, Director
District and School Improvement Division

FB:ct



CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

September 3, 2010

Marco Petruzzi, Superintendent
Alain Leroy Locke Charter High School
325 East 111th Street
Los Angeles, CA 90061-3003

Dear Superintendent Petruzzi:

I am pleased to inform you that your Local Educational Agency (LEA) Plan, as required by the Elementary and Secondary Education Act, was approved by the State Board of Education (SBE) at its extra meeting on August 2, 2010. The list of approved LEA Plans will be forwarded to the California Department of Education (CDE) School Fiscal Services Division for reference in the distribution of federal and state apportionments. Please note that before these funds can be apportioned to your LEA, the LEA also must have a SBE-approved Consolidated Application.

The LEA Plan should be annually reviewed and amended by the district as necessary. Until further notice, please retain any amendments to the Plan at your LEA level. For more information about LEA Plans, please visit the CDE Local Educational Agency Plan Web page at <http://www.cde.ca.gov/nclb/sr/le/>.

Congratulations on the approval of your LEA Plan. If you have questions regarding this subject, please contact Cheryl Tiner, Assistant Consultant, District and School Improvement Division, by phone at 916-319-0414, or by e-mail at ctiner@cde.ca.gov. Thank you for your dedication to providing a quality education for your students.

Sincerely,

(b)(6)

Christine Swenson, Director
District and School Improvement Division

CS:ct



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

November 21, 2011

Marco Petruzzi, Superintendent
Animo Charter Middle School #4
1149 South Hill Street, Suite 600
Los Angeles, CA 90015

Dear Superintendent Petruzzi:

I am pleased to inform you that your Local Educational Agency (LEA) Plan, as required by the No Child Left Behind Act of 2001, was approved by the State Board of Education (SBE) at its meeting on November 9, 2011. The list of approved LEA Plans will be forwarded to the California Department of Education (CDE) School Fiscal Services Division for reference in the distribution of federal and state apportionments. Please note that before these funds can be apportioned to your LEA, the LEA also must have a SBE-approved Consolidated Application.

The LEA Plan should be annually reviewed and amended by the district as necessary. Until further notice, please retain any amendments to the Plan at your LEA level. For more information about LEA Plans, please visit the Local Educational Agency Plan Web page at <http://www.cde.ca.gov/nclb/sr/le/>.

Congratulations on the approval of your LEA Plan. If you have questions regarding this subject, please contact Cheryl Tiner, Assistant Consultant, District and School Improvement Division, by phone at 916-319-0414, or by e-mail at ctiner@cde.ca.gov. Thank you for your dedication to providing a quality education for your students.

Sincerely,

(b)(6)

Christine Swenson, Director
Improvement and Accountability Division

CS:ct



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

November 21, 2011

Marco Petruzzi, Superintendent
Animo Charter Middle School #3
1149 South Hill Street, Suite 600
Los Angeles, CA 90015

Dear Superintendent Petruzzi:

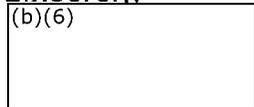
I am pleased to inform you that your Local Educational Agency (LEA) Plan, as required by the No Child Left Behind Act of 2001, was approved by the State Board of Education (SBE) at its meeting on November 9, 2011. The list of approved LEA Plans will be forwarded to the California Department of Education (CDE) School Fiscal Services Division for reference in the distribution of federal and state apportionments. Please note that before these funds can be apportioned to your LEA, the LEA also must have a SBE-approved Consolidated Application.

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Congratulations on the approval of your LEA Plan. If you have questions regarding this subject, please contact Cheryl Tiner, Assistant Consultant, Improvement and Accountability Division, by phone at 916-319-0414, or by e-mail at ctiner@cde.ca.gov. Thank you for your dedication to providing a quality education for your students.

Sincerely,

(b)(6)



Christine Swenson, Director
District and School Improvement Division

CS:ct

Christine Swenson, Director
Improvement and Accountability Division

CS:ct



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

November 21, 2011

Marco Petruzzi, Superintendent
Animo Westside Charter Middle School
1149 South Hill Street, Suite 600
Los Angeles, CA 90015

Dear Superintendent Petruzzi:

I am pleased to inform you that your Local Educational Agency (LEA) Plan, as required by the No Child Left Behind Act of 2001, was approved by the State Board of Education (SBE) at its meeting on November 9, 2011. The list of approved LEA Plans will be forwarded to the California Department of Education (CDE) School Fiscal Services Division for reference in the distribution of federal and state apportionments. Please note that before these funds can be apportioned to your LEA, the LEA also must have a SBE-approved Consolidated Application.

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Sincerely,

(b)(6)

Christine Swenson, Director
Improvement and Accountability Division

CS:ct



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

November 21, 2011

Marco Petruzzi, Superintendent
Animo Jefferson Charter Middle School
350 South Figueroa Street, Suite 213
Los Angeles, CA 90071

Dear Superintendent Petruzzi:

I am pleased to inform you that your Local Educational Agency (LEA) Plan, as required by the No Child Left Behind Act of 2001, was approved by the State Board of Education (SBE) at its meeting on November 9, 2011. The list of approved LEA Plans will be forwarded to the California Department of Education (CDE) School Fiscal Services Division for reference in the distribution of federal and state apportionments. Please note that before these funds can be apportioned to your LEA, the LEA also must have a SBE-approved Consolidated Application.

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Congratulations on the approval of your LEA Plan. If you have questions regarding this subject, please contact Cheryl Tiner, Assistant Consultant, District and School Improvement Division, by phone at 916-319-0414, or by e-mail at ctiner@cde.ca.gov. Thank you for your dedication to providing a quality education for your students.

Sincerely,

(b)(6)

Christine Swenson, Director
Improvement and Accountability Division

CS:ct



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

November 21, 2011

Marco Petruzzi, Superintendent
Animo Inglewood Charter High School
350 South Figueroa Street, Suite 213
Los Angeles, CA 90071

Dear Superintendent Petruzzi:

I am pleased to inform you that your Local Educational Agency (LEA) Plan, as required by the No Child Left Behind Act of 2001, was approved by the State Board of Education (SBE) at its meeting on November 9, 2011. The list of approved LEA Plans will be forwarded to the California Department of Education (CDE) School Fiscal Services Division for reference in the distribution of federal and state apportionments. Please note that before these funds can be apportioned to your LEA, the LEA also must have a SBE-approved Consolidated Application.

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Congratulations on the approval of your LEA Plan. If you have questions regarding this subject, please contact Cheryl Tiner, Assistant Consultant, District and School Improvement Division, by phone at 916-319-0414, or by e-mail at ctiner@cde.ca.gov. Thank you for your dedication to providing a quality education for your students.

Sincerely,

(b)(6)

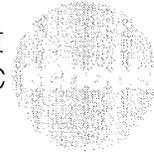
Christine Swenson, Director
Improvement and Accountability Division

CS:ct

Memorandum of Understanding

Please find attached the required Memorandum Of Understanding. Although only 16 of Green Dot's 18 schools are participating in this application, since all 18 schools are taking part in the broader work, we asked all 18 schools to participate in the MOU. As well, some of the school names have changed for school year 2012-2013. To avoid any confusion, the table below shows the mapping between the prior years' names and the names for the coming school year.

	Prior name	2012-2013 School Name
Changed	Animo Watts CHS	Animo Watts College Preparatory Academy
Changed	Animo Locke #1 CHS	Animo Locke 1 College Preparatory Academy
Changed	Animo Locke #2 CHS	Animo Locke II College Preparatory Academy
Changed	Animo Locke #3 CHS	Alain Leroy Locke 3 College Preparatory Academy
Changed	Animo Charter Middle School #3 (not included in this application)	Animo Western Charter Middle School
Changed	Animo Charter Middle School #4	Animo Phillis Wheatley Charter Middle School
Unchanged	Animo Leadership CHS	Animo Leadership CHS
Unchanged	Animo Inglewood CHS (not included in this application)	Animo Inglewood CHS
Unchanged	Oscar De La Hoya Animo CHS	Oscar De La Hoya Animo CHS
Unchanged	Animo South LA CHS	Animo South LA CHS
Unchanged	Animo Venice CHS	Animo Venice CHS
Unchanged	Animo Pat Brown CHS	Animo Pat Brown CHS
Unchanged	Animo Ralph Bunche CHS	Animo Ralph Bunche CHS
Unchanged	Animo Jackie Robinson CHS	Animo Jackie Robinson CHS
Unchanged	Animo Jefferson CMS	Animo Jefferson CMS
Unchanged	Animo Locke Tech CHS	Animo Locke Tech CHS
Unchanged	Ánimo College Preparatory Academy	Ánimo College Preparatory Academy
Unchanged	Animo Westside CMS	Animo Westside CMS



Teacher Incentive Fund 2012

Memorandum of Understanding (MOU) for Group Applicants

This Memorandum of Understanding (MOU) is entered into by and between the following entities: *Alain Leroy Locke 3 College Preparatory Academy (LEA)*, *Ánimo College Preparatory Academy (LEA)*, *Ánimo Inglewood CHS*, *Ánimo Jackie Robinson CHS*, *Ánimo Jefferson CMS (LEA)*, *Ánimo Leadership CHS (LEA)*, *Ánimo Locke 1 College Preparatory Academy (LEA)*, *Ánimo Locke II College Preparatory Academy (LEA)*, *Ánimo Locke Tech CHS (LEA)*, *Ánimo Pat Brown CHS (LEA)*, *Ánimo Phillis Wheatley Charter Middle School (LEA)*, *Ánimo Ralph Bunche CHS (LEA)*, *Ánimo South LA CHS (LEA)*, *Ánimo Venice CHS (LEA)*, *Ánimo Watts College Preparatory Academy (LEA)*, *Ánimo Western Charter Middle School (LEA)*, *Ánimo Westside CMS (LEA)*, *Oscar De La Hoya Ánimo CHS (LEA)*, and Green Dot Public Schools (GDPS). These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition. The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

GDPS will serve as the lead applicant. As the lead applicant, GDPS will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, GDPS understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)

Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

1. Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
2. Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
3. Participate, as requested, in any trainings, and allow time, as needed, for Teacher Effectiveness liaison to present information to staff.
4. Record in GDPS centralized systems the results of educator observations and keep all educator information up to date; and
5. Submit stakeholder surveys to GDPS, and keep all student data up to date.

VII. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities:

1. Each member of the group will appoint a key contact person for the TIF grant.
2. These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
3. These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship Among Group Members

For each LEA, per the LEA's charter, GDPS is the exclusive employer of all LEA staff for the purposes of the Educational Employees Relations Act.

IX. Assurances

Each member of the group hereby assures and represents that it:

1. Agrees to be bound to every statement and assurance made by the lead applicant in the application;
2. Has all requisite power and authority to execute this MOU;
3. Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
4. Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.

X. Modifications

1. Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
2. Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the

execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) Green Dot CEO

(b)(6) [Redacted] 7/16/2012

Signature/Date

MARCO PETRUZZI / CEO / GREEN DOT PUBLIC SCHOOLS

Print Name/Title/Name of LEA

6) Ánimo Jefferson CMS Principal

(b)(6) [Redacted]

Signature/Date

Damon Hands / Principal

Print Name/Title/Name of LEA

2) Alain Leroy Locke 3 College Preparatory Academy Principal

(b)(2),(b)(6) [Redacted] 07/13/12

Signature/Date

AQUAN STEWART / PRINCIPAL

Print Name/Title/Name of LEA

7) Ánimo Leadership CHS Principal

(b)(6) [Redacted]

Signature/Date

Julio C. Muniz, Principal

Print Name/Title/Name of LEA

3) Ánimo College Preparatory Academy Principal

(b)(6) [Redacted] 7/13/12

Signature/Date

Veronica Coleman - Principal

Print Name/Title/Name of LEA

8) Ánimo Locke 1 College Preparatory Academy Principal

(b)(6) [Redacted]

Signature/Date

Peay Gutierrez, Principal

Print Name/Title/Name of LEA

4) Ánimo Inglewood CHS Principal

(b)(6) [Redacted] 7/13/12

Signature/Date

Leilani Abulon, Principal

Print Name/Title/Name of LEA

9) Ánimo Locke II College Preparatory Academy Principal

(b)(6) [Redacted]

Signature/Date

Ruchelle Alexander Principal

Print Name/Title/Name of LEA

5) Ánimo Jackie Robinson CHS Principal

(b)(6) [Redacted]

(b)(6) [Redacted]

Print Name/Title/Name of LEA principal

10) Ánimo Locke Tech CHS Principal

(b)(6) [Redacted]

Signature/Date

Blain Watson / Principal

Print Name/Title/Name of LEA

11) *Ánimo Pat Brown CHS Principal*

(b)(6)

Signature/Date

JOSHUA HARTFORD / Principal

Print Name/Title/Name of LEA

16) *Ánimo Watts College Preparatory Academy Principal*

(b)(6)

Signature/Date

James R. Marin Principal

Print Name/Title/Name of LEA

12) *Ánimo Phillis Wheatley Charter Middle School Principal*

(b)(6) *7/13*

Signature/Date

Nathaniel Pickering, Principal

Print Name/Title/Name of LEA

17) *Ánimo Western Charter Middle School Principal*

(b)(6) *7/13/12*

Signature/Date

Silke Bradford, Principal

Print Name/Title/Name of LEA

13) *Ánimo Ralph Bunche CHS Principal*

(b)(6)

Signature/Date

Yochai Avellan Principal

Print Name/Title/Name of LEA

18) *Ánimo Westside CMS Principal*

(b)(6) *7/13/2012*

Signature/Date

Lemuel M. Mossett, Principal

Print Name/Title/Name of LEA

14) *Ánimo South LA CHS Principal*

(b)(6) *7/13/12*

Signature/Date

Antonio Lopez, Principal

Print Name/Title/Name of LEA

19) *Oscar De La Hoya Ánimo CHS Principal*

(b)(6) *07/13/2012*

Signature/Date

Cynthia Gbarra, Principal

Print Name/Title/Name of LEA

15) *Ánimo Venice CHS Principal*

(b)(6) *7/13/12*

Signature/Date

(b)(6) *Principal*

Print Name/Title/Name of LEA

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

Tentative Agreement between Green Dot Public Schools and Asociación de Maestros Unidos

Please find attached two sections from the Tentative Agreement between Green Dot Public Schools (GDPS), and the teachers' union, Asociación de Maestros Unidos (AMU). This agreement was ratified on April 23rd, 2012.

Section XXI outlines the Teacher Development Plan process.

Section XXVI outlines a commitment between GDPS and AMU to work toward an Educator Salary Structure Based on Effectiveness.

TENTATIVE AGREEMENT

Article XXI

Multiple Measures of Effectiveness Teacher Evaluation

Purpose:

Every student deserves to be taught by an effective teacher. Research has shown that effective teaching is the most important school-based factor which can impact student learning. GDPS is committed to the goal of ensuring that an effective teacher is in every one of our classrooms. To that end, GDPS will develop effective educators through the use of a robust and multidimensional teacher evaluation system; this system will include comprehensive tools aimed at evaluating teachers, both in terms of determining their effectiveness and providing them with high quality, targeted supports and opportunities to engage in their own development.

Teacher evaluation is part of an ongoing process in which a teacher will reflect on their own practice in partnership and with coaching from an administrator. Teacher evaluation will help differentiate areas of growth and areas of strength for teachers. GDPS will provide a range of supports to help teachers improve their practice and a teacher will be responsible for accessing and utilizing those supports to meet their career goals.

MEASURES INCLUDED IN TEACHER EVALUATION

Throughout Article XXI, reference will be made to the College-Ready Teaching Framework (CRTF). *The College Ready Teaching Framework* is comprised of five domains. The domains were derived from Charlotte Danielson's research-based *Framework for Teaching*, and adapted to align to the core values of all the collaborating charter management organizations of The College-Ready Promise. Each domain has several "standards," and each standard has several "indicators." Indicators are descriptors of practice that we know to be indicators of great teaching (See Appendix "B" for the College-Ready Teaching Framework)

The Classroom Observation Measure

Annual goal-setting

No later than 30 calendar days from the start of each school year, principals will hold an individual conference with each teacher to establish goals for that school year based on the CRTF and, if possible, previous evaluation data. Throughout the year, the administrator and teacher shall reflect on the PGP and determine if goals should be revised or refined based on the outcome of observations and available data.

Administrator Role: Prior to this goal setting meeting, the principal will provide the teacher with copies of his/her observation forms for the year (which can be found in Appendix B), expectations for the meeting, and the previous year's summative conference results, when available.

Teacher Role: Prior to this goal setting meeting, the teacher will complete the Professional Growth Proposal Form available in Appendix B. In order to complete the form, teachers will need to select two to three (2-3) focus indicators that they intend to concentrate on for the year. They will build goals around these indicators and should be prepared to discuss them when meeting with their administrator.

Focus areas may be changed or modified during the school year if the administrator and teacher both agree.

Informal Observation

Each teacher shall be given a minimum of two (2) informal observations prior to the formal observation for Semester One (1) and two (2) informal observations prior to the formal observation for Semester Two (2). These observations need not be scheduled by the administrator. Following an informal observation, the administrator will provide the teacher with one-on-one, face-to-face feedback that includes coaching of any PGP goals that have not met standards of that indicator. During the observation, administrators will reduce to writing, observations of classroom dialogue and activities which shall be referred to herein as the "script" or "evidence. During the debrief, discussions of the teacher's practice will be based around this script of evidence. However, evidence from the Informal Observations will not impact a teacher's formal evaluation. In truth, Informal Observations are meant to support a teacher in their efforts to improve, rather than be evaluative. During a one-one-one debrief, administrators may discuss the ratings a teacher would receive *if* the observation was a formal one, but such discussion is merely speculative and meant only to inform a teacher's practice.

Formal Observations

Ten (10) working days' notice shall be given before the beginning of a formal observation cycle. Each formal observation shall be preceded by a pre-observation conference no less than three (3) working days prior to the observation and followed by a post-observation conference within seven (7) working days to review the evidence collected in the observation. A formal observation for the second semester shall be completed prior to fifteen (15) working days before the end of the school year. The administrator will provide all unit members with scheduling options for observation times. When feasible, the administrator and unit member shall coordinate observation times.

Pre-observation conference

At least four (4) work days prior to the pre-observation conference, the teacher must submit his/her GDPS lesson plan to the administrator. No later than two (2) days prior to the conference, the administrator will bucket and share the evidence with the teacher. In preparation for the pre-observation conference, the administrator and teacher will rate the evidence from the GDPS lesson plan. During the pre-observation conference, the administrator will share ratings and provide suggestions for improvement. For Semester 1, all teachers must submit a full lesson plan. During the pre-observation conference, if the teacher is able to provide valid evidence on the submitted lesson plan justifying an increase, the administrator shall increase the rating of the indicator.

For semester 2:

- a) If the teacher received ratings of 3s or 4s in all of the Domain 1 indicators for semester one (1), then the teacher must only submit the 3-part objective with proving behavior/artifact on the objective and proving behavior submission form (See Appendix B).
- b) If the teacher did not receive ratings of at least 3s or 4s in domain 1 indicators for semester 1, then the teacher must submit a full GDPS Lesson Plan. The teacher **will** be rated on all indicators on which s/he scored a 1 or 2 in semester one (1) AND all indicators which were selected during the Interim Guiding Conference. The teacher will NOT be rated on any indicator whereon s/he was rated a 3 or 4 in semester 1 which was not selected as a re-do indicator. (A re-do indicator is an indicator in which the teacher has received a 3 or 4 in semester one (1) but is requesting that this indicator(s) be rated in semester two (2).
- c) If the teacher received all 3s or 4s in domain 1 indicators for semester 1 AND the teacher wishes to be re-rated in some indicators, the teacher must follow the instructions for “b” above.

Classroom observation

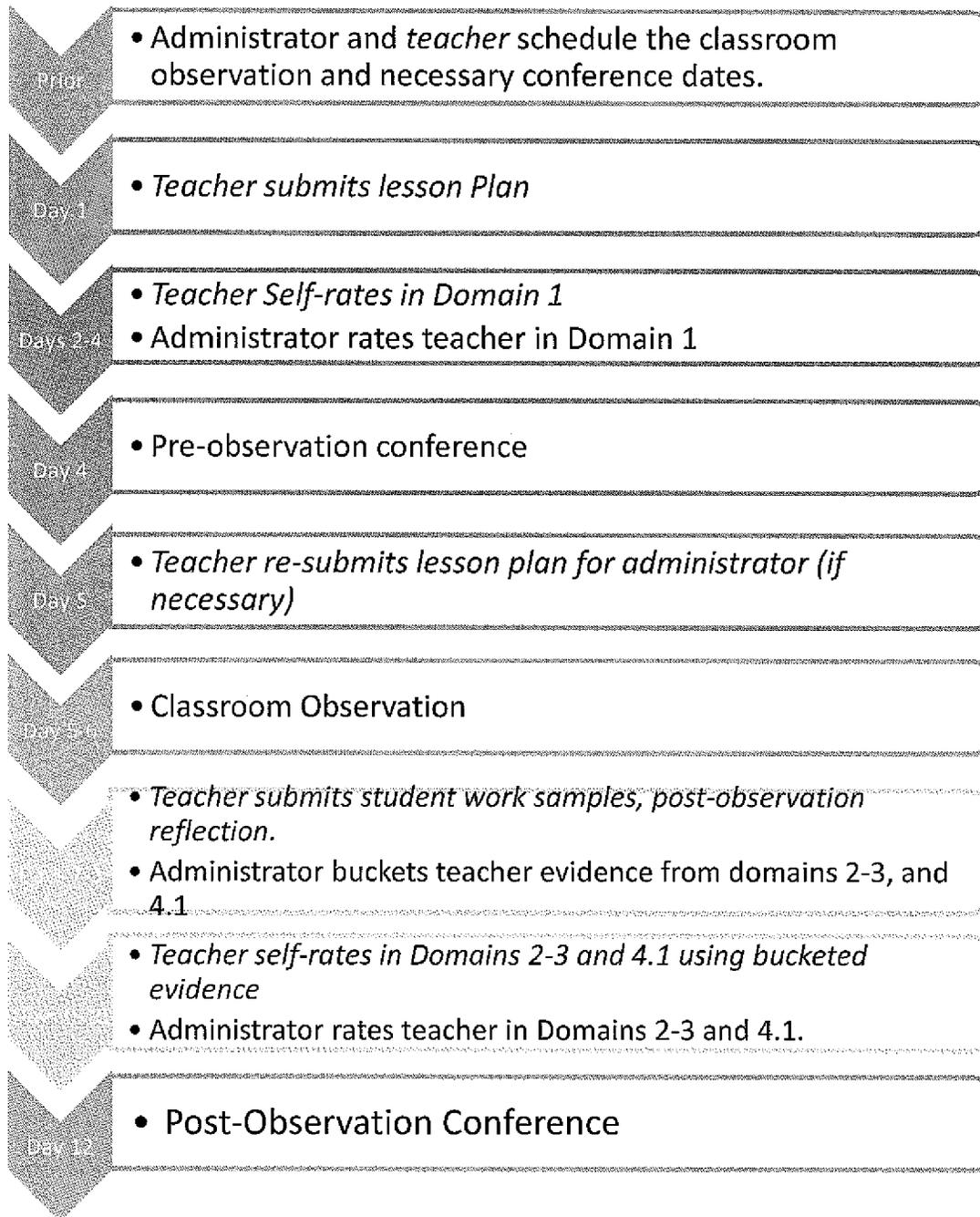
Semester 1: During the classroom (formal) observation, the administrator will observe and script for a minimum of forty-five (45) minutes. During this time, the administrator will script evidence for all observable indicators of domains 2 and 3.

Semester 2: During the classroom (formal) observation, the administrator shall observe and script for a minimum of forty-five (45) minutes. During this time, the administrator may choose only to script evidence that supports the indicators which during the interim guiding conference the teacher has opted to be observed and rated on during semester 2.

Post-observation conference

In preparation for the post-conference meeting, the teacher must upload his/her student work samples (or, if uploading student work is not feasible, evidence of student mastery of the learning objective) and post-observation reflection document (located in Appendix B) to the Formative Learning website at least two (2) working days prior to the Post-observation conference. By two (2) days prior to the post-observation conference the administrator must bucket evidence and share it with the teacher. Prior to arriving at the post-observation conference both administrator and teacher must provide ratings for all indicators in domains two (2) and three (3). In semester 2, indicators are rated only as agreed in the interim conference. Indicators not being re-rated in semester 2 will have their semester 1 ratings carried over to semester 2. For indicator 3.4C, if the administrator does not collect any evidence, the administrator is to leave the rating blank and will not count towards the teacher's overall rating. During the post-observation conference, the administrator and teacher will discuss lesson outcomes using student work as a focus, the specifics of the lesson's execution with ratings, and next steps. As with the pre-conference meeting, the focus indicators will be discussed first, then if time allows, any other indicators which the administrator or teacher wish to discuss may be discussed. An administrator must provide at least one tangible next step for

improvement on each focus indicator discussed. In semester 1 and 2, all teachers will be rated in 4.1a and 4.1b to ensure ongoing reflection and analysis of practice. The semester 2 formal observation must be completed 15 days prior to the end of the school year.



Ratings Disagreement

If disagreement exists based solely on the interpretation and matching of the evidence to the correct indicator, the administrator and/or teacher have the option to involve an impartial 3rd rater. The teacher and administrator shall then complete and submit the 3rd rater referral form, indicating the contested indicator(s) (up to a maximum 3), and include any evidence associated with these indicators. The 3rd Rater Referral Form shall be submitted to the appropriate GDPS

Education Team Associate. The third raters will meet each Friday and respond within two (2) weeks to both the teacher and administrator. After the results are delivered, the administrator and teacher shall re-meet to review the results and update ratings as necessary. Please see the Third Rater Form in Appendix B for further details.

Interim guiding conference

Using the appropriate form, an interim guiding conference shall occur prior to or concurrent with the two (2) informal observation debriefs in semester two. Using all available data (past years' SGP, stakeholder surveys, prior observations), this meeting serves as a formative check-point to examine the teacher's progress toward proficiency on the College-Ready Teaching Framework. This meeting will also be used to review and revise the goals and PGP (Professional Growth Proposal).

Summative conference

Using the appropriate form, a summative conference shall occur concurrently with the semester two (2) Formal Observation debrief. This part of the post-observation debrief will provide teachers with end-of-year feedback on their growth as a teacher as measured by all available data (stakeholder surveys, prior observations). If needed, the summative conference can happen after Semester Two's Post-Observation Debrief.

Eligibility of Observation scores

Teachers hired fewer than thirty-five (35) days before the end of a semester or who are absent in a manner which prohibits the completion of a formal observation within contractual timelines may not receive a formal observation that semester.

The Student Growth Measure

Individual Student Growth Percentile

Individual Student Growth Percentiles ("SGP") are measures of student growth. SGP uses California Standardized Testing ("CST") data to compare the growth of academic peers from one year to the next. Students who were enrolled in the same courses in the prior years and scored nearly identically are called academic peers. A student's score on each year's CST is then compared to his or her academic peers. A student's SGP is determined based on how they perform compared to their academic peers. A teacher's SGP is the median of all of his/her students' SGPs. SGP will be calculated by an external vendor, the National Center for the Improvement of Education & Assessment (NCIEA) hired by GDPS.

Teaching Assignments and utilization of SGP scores

Group 1: Teachers who do not have student growth data. Teachers with student growth data but fewer than 100 students' SGP scores from the most recent two (2) years are considered Group 1 teachers.

Group 2: Teachers who do have student growth data. Teachers must have at least 100 students' SGP scores directly attributable to their classroom practice from the most recent two (2) years to be considered Group 2 teachers.

Group 3: Teachers who have the title “Special Education Teacher,” “Resources Teacher,” “Resource Specialist,” “Resource Specialist Teacher,” and “RSP Teacher

Eligibility of Student Scores: In order for a student’s SGP score to count toward a teacher’s individual SGP, the student must be present for at least 85% of the days between the beginning of the year and the end of CST testing period.

Eligibility of Teacher Scores: Teachers having fewer than twenty (20) work days of absences between the beginning of the year and the end of CST testing will have their SGP scores for the year count toward their evaluation. The teacher’s SGP scores will also count toward the school’s SGP score. Teachers who have 20 or more days of absence between the beginning of the year and the end of CST testing will not have their SGP scores for the year count toward their evaluation and the school’s SGP.

School-level Student Growth Percentile

School-level SGP scores are measured by calculating the median of all eligible students’ SGP scores at the school. All teachers will earn a school-level SGP score.

Eligibility of Teacher Scores: Teachers having fewer than twenty (20) absences between the beginning of the year and the end of CST testing will have their SGP scores count toward the school’s SGP score.

Eligibility of Student Scores: In order for a student’s SGP score to count toward a school’s SGP, the student must be present for at least 85% of the days between the beginning of the year and the end of CST testing period.

Student Growth Measure: Non-SGP:

GDPS and AMU will continue to work in creating a mutually agreed upon form of measuring student achievement using focus groups, the advisory panel and evaluation committee. The bargaining teams shall receive annual progress updates.

The Stakeholder Feedback Measure

360 Survey

The 360 Survey will provide each teacher’s colleagues the opportunity to provide him/her with feedback on domain 4 of the CRTF, “Developing Professional Practice.” The survey will be taken by various colleagues. *Where possible*, the colleagues taking the survey will be:

- One (1) randomly selected teacher from the teacher’s grade level will answer the survey for him/her
- One (1) randomly selected teacher from the teacher’s department will answer the survey for him/her.
- One (1) randomly selected teacher from either the teacher’s department OR grade level will answer the survey for him/her.

- The teacher's designated observing administrator will answer the survey for him/her.
- The teacher will answer the survey for him/herself.

The 360 survey will be given once in the fall and once in the spring, allowing each teacher to see his/her feedback multiple times each year. The 360 survey questions are available in Appendix B.

The Student Survey

The Student Survey is a survey taken by approximately thirty (30) computer generated randomly chosen students of each teacher from varying periods.

In the instance that a teacher has fewer than thirty (30) students, all of his/her students will take the survey. The survey questions are shown in Appendix B.

Students are eligible for their scores to count if they have been present for 85% or more of the days between the beginning of the school year and administration of the survey.

The Student Survey is given once in the fall and once in the spring, allowing each teacher to see his/her feedback multiple times each year.

The Family Survey

The Family Survey is a stakeholder feedback survey asking families to provide feedback on the school's performance in Domain 5 of the College-Ready Teaching Framework, "Developing Partnerships with Family and Community." The Family Survey questions can be found in Appendix B.

Taken once each year in the spring, a response rate of at least 20% of the families as measured by the student population at the school is required. Should any school receive a response rate of less than 20%, the pie shall be altered so that the total score will be measured out of a 95% possible score and the family survey weight will be zero.

The Compliance Measure

The compliance measure will evaluate teachers on their ability to meet IEP compliance regulations. IEP compliance is based on appropriate prescription and implementation of services to students with disabilities, adhering to state and federal mandates, including data reporting, provision of services, timelines, meeting any applicable Modified Consent Decree outcomes, and dispute management. GDPS and AMU are committed to developing the compliance measure during the 2012-2013 school year, but as it has yet to be developed, the pie shall be altered so that the total score will be measured out of a 75% possible score. The 75% possible score alters the percentages as follows: 46.7% Observation, 6.7% Peer Surveys, 13.2% Student Surveys, 6.7% Family Surveys, 26.7% School SGP. The bargaining teams shall receive ongoing progress updates throughout the 2012-2013 school year.

Weighting of multiple measures

Teachers' effectiveness ratings will be calculated using the following weight-factors.

Group 1: Teachers without individual student growth data

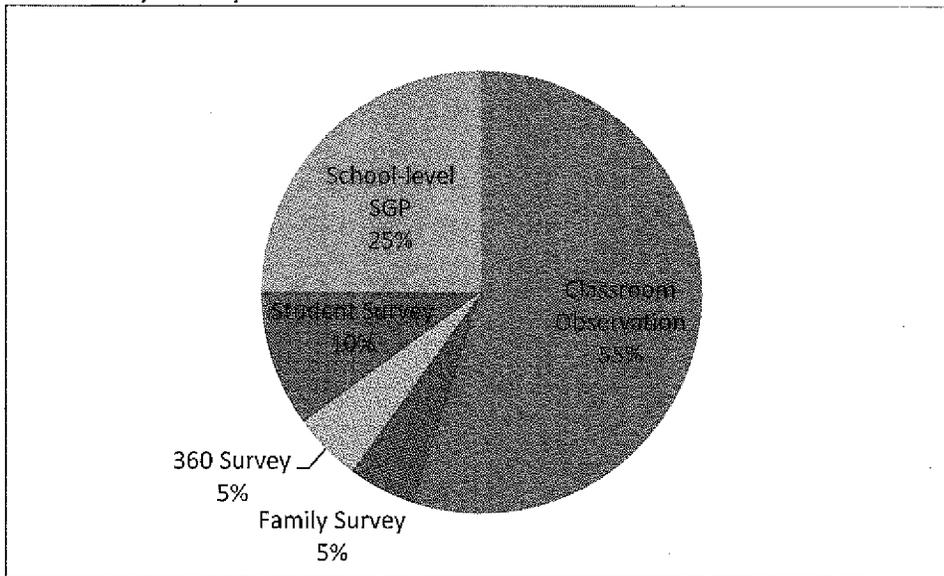
55%: Classroom observation

25%: School-level SGP

10%: Student surveys

5%: 360 surveys

5%: Family surveys



Group 2: Teachers with individual student growth data

40%: Classroom observation

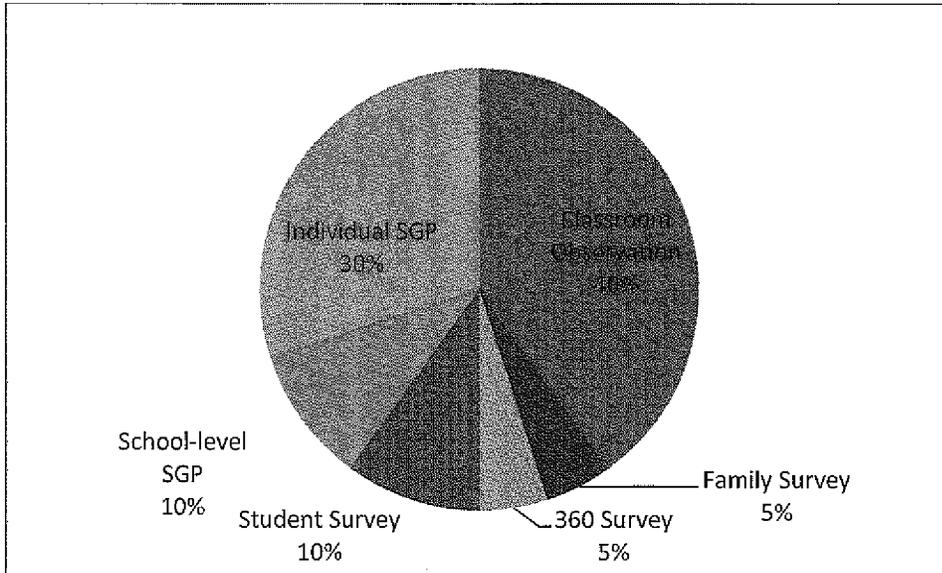
30%: Individual SGP

10%: School-level SGP

10%: Student surveys

5%: 360 surveys

5%: Family surveys



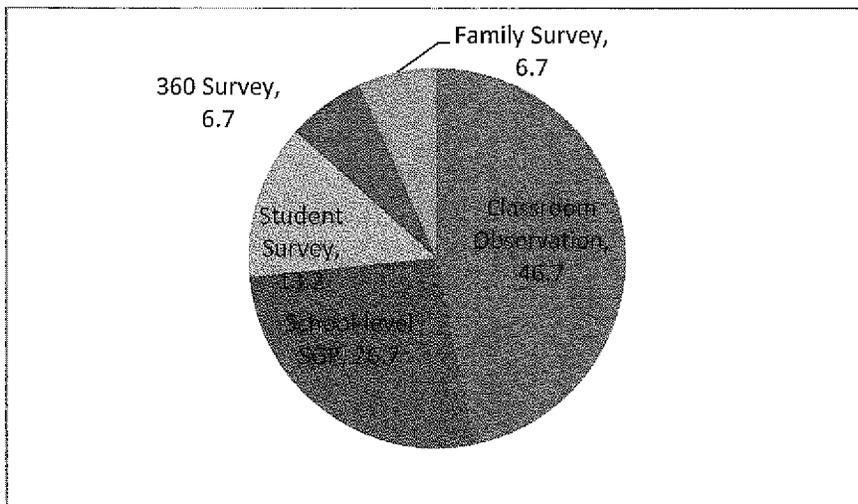
Group 3: Special Education Teachers

(75% possible score for '12-'13)

- 46.7%: Classroom observation
- 26.7%: School-level SGP
- 13.2%: Student surveys
- 6.7%: 360 surveys
- 6.7%: Family surveys

(Potential scores in '13-'14)

- 35%: Classroom observation
- 25%: Compliance
- 20%: School-level SGP
- 10%: Student surveys
- 5%: 360 surveys



Scoring each Measurement of Effectiveness

The Classroom Observation Measure

For each formal classroom observation (in semester 1 and semester 2), the ratings for each indicator measured (all indicators in domain 1, all indicators in domain 2, all indicators in domain 3, and indicators 4.1a and 4.1b) will be aggregated into a final rating by averaging the ratings earned in these indicators. If no evidence is gathered for a given indicator, that indicator will be rated a one. For 3.4c, if no evidence is gathered it will be left blank. The Final classroom observation measure score is derived by combining the average rating score of semester 1 with the average rating score of semester 2 using the following formula: Semester 1 rating average x 0.4 + semester 2 rating average x 0.6 = Final Classroom Observation Measure Score.

If a teacher was hired fewer than thirty-five (35) days before the last day of semester one (1), then this teacher's semester two (2) observation score will count for 100% of his/her observation score for this academic year. If a teacher was hired fewer than forty-five (45) days before the last day of semester 2, then this teacher will not have an observation score for this academic year.

If a teacher is absent during the school year in a manner which prohibits the completion of one formal observation, the other formal observation shall count for 100% of his/her observation score for the academic year.

If solely due to the fault of the administration, the informal and formal observation is not completed, pursuant to required timelines, the teacher shall be awarded his/her prior formal observation score or a score of 3.0, whichever is greater.

The Stakeholder Feedback Measure

360 Survey

Each semester's 360 survey score will be calculated by averaging each survey respondent's responses, then averaging those averages. The final 360 survey score will be calculated by averaging the Semester 1 360 survey score with the semester 2 360 survey score. The self-score from the 360 survey is not included in the final score. It is used for reflective purposes only.

Student Survey

Each semester's student survey score will be calculated by averaging each survey respondent's responses, then averaging those averages. The final student survey score will be calculated by averaging the Semester 1 student survey score with the semester 2 student survey score.

Family Survey

The Family Survey score will be calculated by averaging each survey respondent's responses, then averaging those averages. This score will be assigned to each teacher at the school because it is a school-level survey.

The Student Growth Measure

Individual SGP

A Group 2 teacher's Individual SGP score is equal to the median of all his/her eligible students' SGP scores.

School-level SGP

All teachers' school-level SGP scores are equal to the median of all eligible students' SGP scores at the school. Translation of Teacher Effectiveness score to Career Path placement

Weighted scores for each measure are calculated using the following method:

- Observation: Final Classroom Observation Score x 100 x weight = Classroom Observation Weighted Score
- 360 Survey: Final 360 Survey Score x 100 x weight = 360 Survey Weighted Score
- Student Survey: Final Student Survey Score x 100 x weight = Student Survey weighted Score
- Family Survey: Final Family Survey Score x 100 x weight = Family Survey Weighted Score
- School-level SGP: $1 + ((\text{School SGP}/99) \times 3) \times \text{weight} = \text{School-level SGP Weighted Score}$
- Individual SGP: $1 + ((\text{Individual SGP}/99) \times 3) \times \text{weight} = \text{Individual SGP Weighted Score}$
- Compliance: Final Compliance Score x 100 x weight = Compliance Weighted Score

Once weighted scores are calculated, they are summed. Their Sum equals the teacher's effectiveness rating. Based on their effectiveness score, each teacher will be placed on the GDPS Career Path. The career levels will be assigned according to the Teacher Effectiveness Schedule as shown in Appendix A.

Teachers with all required measures of effectiveness for both semesters will qualify for an effectiveness rating for that year.

Development Plan

During the 2012-2013 school year, the Evaluation Committee will continue to develop applicable standards for placement of unit members on a development/improvement plan. During this time, the AMU and GDPS bargaining team will receive reports from the above referenced committee. Beginning in 2012-2013, a pilot (noted below) will be utilized to identify the criteria which will be applied for placement of unit members on a

development/improvement plan and options for removal or continuation of a unit member on such plans.

Purpose:

The Development Plan is a tool used by the school administrator and unit member to increase the level of assistance for those members struggling in their practice. While the role of the school administrator is to ensure additional resources and coaching is being provided to assist with improvement, it is also the responsibility of the teacher to access and utilize those supports as a way to impact and improve their own development.

2012-2013 Pilot Criteria for Placement on a Development Plan:

At the discretion of the administrator, a unit member with less than two (2) years of service with GDPS *may* be placed on a development plan after two informals/ debriefs that reveal two (2) or more indicators scoring 1.0. During the debrief, the administrator will review the evidence and provide a score of the indicators of concern.

At the discretion of the administrator, a unit member with two (2) or more years of service with GDPS *may* be placed on a development plan if, after any formal observation process, the unit members averages less than 2.0 on Domains 1-4 of the CRTF.

The development plan shall include the following:

- Areas of growth, where specific improvement is needed and supporting evidence;
- Specific suggestions for improvement;
- Resources to be utilized to assist with the improvement; and
- The means by which improvement will be measured.

There are two options to consider when determining the next steps for a teacher on a development plan:

If at the end of forty-five (45) working days, the teacher makes sufficient improvement on the chosen (3 to 4) indicators and there are no other indicators of concern, then the teacher is removed from the development plan.

If at the end of forty-five (45) working days, the teacher improves on the chosen indicators but there are other indicators of concern, the unit member may be placed on a new development plan for the indicators of concern.

Improvement Plan

If at the end of forty five (45) working days has been given for the teacher to improve as specified in the development plan, and there is insufficient progress based on the chosen

indicators identified in the development plan, a forty five school day improvement plan shall be developed.

The improvement plan must include (but is not limited to):

- Areas of growth, where specific improvement is needed and supporting evidence;
- Specific recommendations for improvement;
- Resources provided to assist with the improvement;
- The means by which improved shall be measured; and
- A reasonable date for achieving the specified improvement(s).

The principal will take affirmative action to give support to help the teacher correct any cited deficiencies. Such action shall include specific recommendations for improvement, direct assistance in implementing the recommendations, and adequate release time for the teacher to visit and observe similar classes in other GDPS schools.

In the event a teacher on an improvement plan has not improved their performance to meet the standard, GDPS may terminate and/or not re-hire for the following year. In this case, the following procedures will apply:

Termination

The teacher will be given written notice of the termination on or before May15th of that school year;

The notice shall include the reason for the action and notification of an opportunity to appeal;

The teacher may request a conference in writing within ten working days of receiving the notice;

If the teacher does not submit a request for a conference in writing within ten (10) working days of receiving the notice, such failure to make a request shall be deemed a waiver of the right to a conference;

The conference, if requested, shall follow the grievance process as described in Article XIV of the collectively bargained agreement between GDPS and AMU;

The teacher may have an Association representative present at the conference if he/she desires.

SUBJECT TO FINAL RATIFICATION OF THE PARTIES:

(b)(6)

AMU Representative

GDP's Representative

Date: 4/23/12

Date: 4/23/12

TENTATIVE AGREEMENT

GDPS/AMU

April 23, 2012

ARTICLE XXVI – COMPENSATION

26.1 **Salary Schedule**: The salary schedule shall be set forth in Appendix A.

There will be a zero percent salary schedule increase for the 2012-2013 school year for all AMU unit members.

Regular step and column advancement will occur for unit members for the 2012-2013 and 2013-2014 school year.

New hires with one year of teaching experience or less shall be placed at step zero on the salary schedule, and all other new hires will be credited with one (1) year less experience on the salary schedule than their regular GDPS placement.

Except for teachers hired in the 2010-2011 school year and teachers placed at step “0” as of July 1, 2011, all other unit members will have a step restored over the course of three years as follows: beginning in August, 2012 such members shall receive a .25 base salary enhancement; in August, 2013, such unit members shall receive another .25 base salary step enhancement, and in August 2014, a base salary step enhancement of .50 will be provided. As a further specific restoration only for those unit members hired as of July 1, 2011 (who were placed two steps behind upon employment), such members shall receive an additional step over the course of three years as follows: beginning in August, 2012, such members shall receive a .25 base salary step enhancement; in August, 2013 such unit members shall receive a .25 base salary step enhancement, and in August 2014, a base salary step enhancement of .50 will be provided.

Beginning 2012-2013, unit members shall continue to have 183 instructional work days per school year, and shall have an additional eight (8) professional development days per year (a total of 191), and unit members new to GDPS shall have five (5) additional professional development days (a total of 196). Beginning in 2013-2014, unit members shall have nine (9) professional development days per year (a total of 197 for new teachers and 192 for other unit members). Beginning in 2014-2015 unit members will have a total of ten (10) professional development days per year (a total of 198 for new teachers and 193 for other unit members).

26.2 All members will have their salary, as determined by the salary schedule, paid over twelve (12) months. Members will be paid twice monthly, August through July , on the 10th and 25th for the service period August 1 through June 30. Should a pay date

fall on a weekend or designated GDPS holiday, members will be paid on the business day immediately preceding that date.

- 26.3 GDPS will include an amount in each school's budget to be used to pay members for duties outside of those provided during the normal instructional day. Beginning July 1, 2011 and thereafter, this amount shall be calculated at the rate of \$50 per high school pupil and \$45 per middle school pupil based upon the GDPS approved enrollment in each campus' budget. For the 2011-2012 school year, should this allocation result in less funding for any school compared to its allocation in the prior school year, such stipend allocation shall be funded at the higher rate. The stipend committee may decide to reduce the stipend funding below the minimum allocation.

A committee which includes unit members and an administrator shall be formed at each site to discuss the distribution of stipends and other forms of compensation including release time. A process for distributing stipends shall be developed and documented at each site. The discussion shall include compensation for unit members who have three or more preparations, coaching and other activities designated as warranting a stipend as determined at each school site by the committee described above. The committee shall compose a draft stipend schedule for the following school year that shall be ratified by majority vote at the site, and shall be published no later than the last day of school at each site. A stipend schedule shall be published no later than September 30 of each school year.

- 26.4 Salary schedule advancement shall be based on graduate semester units or the equivalent in quarter units. To qualify for advancement, the units must:

- 1) Be earned at an accredited college or university; and
- 2) Reasonably relate to the unit member's assignment; or
- 3) Reasonably relate to educational theory of practice

Salary schedule advancement will take effect on the first payroll processed after receipt of official transcripts by the GDPS Human Resources Department.

Credit towards advancement for units that are not graduate units or that do not meet the criteria in 1 and 2 or 3 above may be granted if pre-approval is given in writing by the unit member's immediate superior.

If pre-approval is denied, the unit member may appeal to a joint Green Dot/AMU committee for resolution.

26.5

1. In addition to any salary schedule related payments, the parties agree that teaching unit members will be paid one-time annual bonuses (above their base salary) for the 2012-2013 and 2013-2014 school years based upon the results of their performance ratings as measured by the GDPS multiple-measures evaluation tool. The specific amounts of the bonuses are as follows: unit members in the Effective performance band will receive a \$500.00 bonus, unit members in the Highly Effective performance band will receive a \$1,000.00 bonus and unit members in the Highly Effective II performance band will receive a \$2,000.00 bonus. This bonus system is only for the school years 2012-2013 and 2013-2014, and will be paid out in the January following the year in which the bonus was earned. If a teaching unit member leaves the organization at the end of the 2012-2013 or 2013-2014 school year they will not be eligible for the bonus based on their prior year effectiveness rating.
2. Student growth will comprise a significant component of each teachers' effectiveness rating. These percentages may change based on stakeholder feedback but will remain a significant component.
 - a. Group 1 non-tested teachers: 25%
 - b. Group 2 tested teachers: 40%
 - c. Group 3 special education teachers: 20%
3. Through the 2012-2013 and 2013-2014 school years, GDPS and AMU will work side-by-side in finalizing GDPS College Readiness Performance-Based Compensation Pay Scale ("Scale"). Following further negotiations [as to the exact elements of the Scale] and pending formal ratification by AMU members, the parties seek to implement the new Scale beginning the 2014-2015 school year. Because this change would replace the traditional step and column system, the parties fully understand the essential need to further develop, study and broadly disseminate/share vital data, in order to be ready to fully accept a new compensation system. For example, both parties agree that more work needs to be done to ensure unit members are confident that all components of the evaluation system are calibrated appropriately. If ratified in May 2014, unit members agree to use 2012-2013 and 2013-2014 multiple measures data as a means of determining a unit member's initial placement on to the new Scale. In determining a unit member's initial placement on the new Scale, no unit member shall receive less than their 2013 -2014 annual base compensation.

- 26.6 Unit members who are required to cover classes during the preparation period(s) shall receive compensation at pro rata of the daily substitute rate for each period covered. Members shall record the coverage hours on the appropriate form and submit the form no less frequently than once a month.

26.7 When unit members voluntarily take on a teaching assignment during their preparation period(s), they shall receive compensation at their prorated actual salary rates.

A conference will take place between administration and the member to agree on the basis of support that which is consistent with the collective bargaining agreement. Any agreement not within the boundaries of the contract must be agreed upon by AMU and GDPS.

SUBJECT TO FINAL RATIFICATION OF THE PARTIES:

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AMU Representative	GDPS Representative	
Date: _____	Date: _____4/23/12_____	

26.7 When unit members voluntarily take on a teaching assignment during their preparation period(s), they shall receive compensation at their prorated actual salary rates.

A conference will take place between administration and the member to agree on the basis of support that which is consistent with the collective bargaining agreement. Any agreement not within the boundaries of the contract must be agreed upon by AMU and GDPS.

SUBJECT TO FINAL RATIFICATION OF THE PARTIES:

(b)(6)

(b)(6)

AMU Representative

GDPS Representative

Date:

4.23.12

Date:

4/23/12

PR/Award # S374A120030

Individual Resumes for Project Directors and Key Personnel

Please find attached resumes for key project personnel, in the order listed.

Name	Title
Sabrina Ayala	Chief Financial Officer
Cristina de Jesus	Chief Academic Officer
Julia E. Fisher	Implementation Lead
Kelly Hurley	Vice President of Human Capital
Janneth Johnson	Director of Counseling and Student Services
Kevin Keelen	Vice President of Employee Solutions
Marco Petruzzi	Chief Executive Officer

SABRINA M. AYALA

(b)(6)

SUMMARY

Investment Management Professional with 14 years experience in investment banking, consulting, trading, and community development.

Performed Quantitative Analysis - Customized value metrics, modeled cash flows, and performed regression analysis to support strategic change which contributed to \$1.6 billion increase in market capitalization at ADC Telecommunications.

Built Financial Models - Created models addressing problems specific to highly cyclical industries most notably Millennium Chemicals and Dow Chemicals touted by research analyst as the “most close to perfect model”.

Managed Client Relations - Cultivated relationships with clients’ Senior Management, Board of Directors, and VP-level work teams, solidifying sale of \$1 million, multiphase projects.

Industries Covered – Charter Schools, Chemicals, Consumer Products, Natural Resources, Oils, Pulp & Paper, Telecommunications

PROFESSIONAL EXPERIENCE

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA

2006 - Present

Chief Financial Officer

Responsible for \$95 million in revenue for Los Angeles’ fastest growing charter management organization

- Determining and managing finance and accounting process improvements essential to achieving scalable growth in organization with CAGR of 55%
- Responsible for obtaining facility financing totaling nearly \$70 Million, yielding \$15 Million in debt forgiveness and weighted average cost of capital of 5.8%
- Bringing to market one of the first New Market Tax credit deals by a Charter Management Organization
- Managed Accounting, Budget and Cash Flow Management, Payroll and Purchasing during the largest decline in education funding in recent history. Decreased error rates by over 20%, while increasing cash flow by 20 times, increasing profitability of every business unit and organization wide by 400%

LOW INCOME INVESTMENT FUND, Los Angeles, CA

2005 - 2006

Senior Program Officer, Education

Structured and managed flexible financing products for charter schools in low-income communities throughout California in the \$1 - \$6 million range.

- Developed, presented, and implemented business plan for the Education sector, demonstrating \$2 billion in market potential, aligned company resources to accomplish goals and developed pipeline of deals.
- Managed \$15 million cash flow program representing 60% growth over prior year.
- Within 3 months of employment in new industry presented at various national and statewide conferences.

MERRILL LYNCH & CO., New York, NY

2002 - 2004

Sales and Trading Associate

Demonstrated excellent judgment and impeccable communication skills when recommending immediate trade actions on the NYSE based on current market conditions. Utmost integrity used when executing trades for the arbitrage desk, consumer products, oils, and REITs stocks typically in excess of \$30 million.

- Created tool improving information flow between Equity Sales, Research Sales, and Trading for zero cost.
- Constantly exceeded performance metrics. Only hire to Equity Trading from Summer Associate Class of 100.
- Stocks traded: Bank of America, Anthem, General Mills, Best Buy, Anadarko, Baker Hughes, Valero, Vornado

SABRINA M. AYALA

(b)(6)

STERN STEWART & CO., New York, NY 1995 - 2000

Associate (1998-2000), **Senior Analyst** (1997-1998), **Analyst** (1995-1997)

Helped start-ups to Fortune 500 companies tackle challenging business problems and drive strategic goals by re-working GAAP to uncover true economic worth using patented process, Economic Value Added®.

- Analyzed business units, identified most valuable divisions and opportunities, devised and negotiated incentive plans to maximize shareholder value.
- Proactively developed training program for new employees, created and sold educational materials for \$500,000, uncovered and negotiated deals with partner firms during 300% growth at Stern Stewart & Co.
- Major clients include: Burger King, Pillsbury, Olin, ADC Telecommunications, MT&T Telecommunications

KIDDER, PEABODY & CO., INC., New York, NY 1994-1995

Analyst

- Analyzed, supported, and structured all stages of a lead managed IPO and high yield debt offering.
- Performed valuation analysis, conducted due diligence, wrote and presented investment committee memoranda.

EDUCATION

KELLOGG SCHOOL OF MANAGEMENT, NORTHWESTERN UNIVERSITY, Evanston, IL 2002

MBA, Majors in Finance and Economics, June 2002

- Eli Lilly Scholar
- Member, Sales and Trading, Finance, and Business with a Heart Clubs

NORTHERN ILLINOIS UNIVERSITY, DeKalb, IL 1994

BS with Honors, Cum Laude, Majored in Finance, Minored in Accounting, Graduate Studies Sports Management

- President, Finance Student Advisory Board; Scholarship, Corresponding Secretary, Delta Gamma Sorority
- Outstanding NIU Woman Graduate, NIU Tuition Waiver, Dean's List, Delta Gamma National Scholarship

LANGUAGES AND INTERESTS

- Fluent in Spanish, knowledgeable in French
- Triathlons, Marathons, Ultra-Marathon, Skiing, Hiking, Traveling

4528 Nipomo Avenue

Lakewood, CA 90713

(310) 946-4064

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Doctorate of Education, June 2009

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Masters of Arts, Education Administration and Administrative Credential, August 2003

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Masters of Education and Teacher Credential (English), August 1995

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Bachelor of Arts, English, June 1993

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA

(5/08 – present)

Chief Academic Officer:

- Manage an education team that helped schools gain an average of 64 API points in two years
- Oversee and assist in the design of teacher effectiveness initiatives, including a new evaluation system, pay for performance system and teacher and school leader support systems
- Facilitate the design of an academic model for the transformation of a large urban middle school
- Oversee all academic programs, curriculum development and training programs for administrators and teachers
- Oversee all human capital efforts, including recruitment and retention of staff
- Oversee the daily operations of 18 public high schools.
- Coach, mentor and evaluate VP of Education, VP of Human Capital, Director of Counseling and Services, Director of English Language Development, Director of Special Education and Psychological Services, Director of After School Programs, and Director of Community Programs.

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA

(10/08 – 5/09)

Chief Operating Officer:

- Oversaw the daily operations of 18 schools, human resources department, and operations department
- Coached, mentored and evaluated 3 principals in residence, 3 cluster directors (area superintendents), VP of Human Resources and VP of Operations and Director of Security

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA

(11/06 – 10/08)

Vice President of Curriculum:

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

- Coached, mentored, and evaluated 3 cluster directors (area superintendents) and 3 principals in residence
- Developed protocols for teacher and administrator professional development.
- Supervised course and curriculum development. Developed recommended practices for administrators in the areas of curriculum, instruction and the supervision of instruction, and professional development

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA (7/06 – 11/06)

Director of Curriculum, Instruction, and Professional Development:

- Oversaw the daily operations of 10 public high schools
- Coached, mentored, and evaluated 10 principals and 10 assistant principals
- Developed a model for teacher and administrator professional development
- Supervised course and curriculum development.
- Developed recommended practices for administrators in the areas of curriculum, instruction and the supervision of instruction and professional development.

ÁNIMO INGLEWOOD CHARTER HIGH SCHOOL, Inglewood, CA (6/02 –7/06)

Principal:

- Served as leader of start-up charter high school
- Hired and supervised staff of 25 teachers and 7 classified staff members
- Supervised 525 students in grades 9 – 12
- Developed and facilitated weekly staff development
- Communicated with parents and the community and developed relationships with community organizations
- Established policies and procedures for brand-new high school.
- Supervised the development of a standards-based curriculum

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA (6/03 – 7/06)

Mentor Principal:

- Coached new principals in the areas of the supervision of instruction, culture building, staff development, student discipline, and the evaluation of employees
- Provided monthly feedback to principals on staff development meetings and the supervision of instruction
- Consulted with Chief Academic Officer on needs of principals
- Designed principal professional development workshops
- Assisted in the development of district-wide policies and procedures

LINCOLN MIDDLE SCHOOL, Santa Monica, CA (9/95 – 6/02)

English, History, and Spanish Teacher:

- Planned and presented lessons for sixth grade English and History classes and seventh grade Spanish classes
- Researched and analyzed course materials
- Assessed student progress.
- Modified tests, learning materials, and teaching strategies for students with special needs
- Collaborated with teachers, parents, counselors, and administrators to meet student needs

CONSULTATIONS IN OTHER DISTRICTS, Benson AZ & San Carlos, CA (2/99, 7/00)

Consultant/Trainer:

- Trained teachers in the Benson Unified School District and at the Tierra Linda Charter School in the development of authentic humanities lessons and assessments
- Provided teachers with lesson plans, assessments, projects, activities, and student samples
- Planned and presented sample lessons for teachers to observe

- Consulted with teachers and administrators to enable them to build an innovative humanities curriculum

COALITION OF ESSENTIAL SKILLS

(1999 – 2001)

Presenter:

- Presented workshops to help educators develop authentic humanities lessons and assessments
- Provided attendees with lesson plans, assessments, projects, activities, and student samples

TESA, Santa Monica, CA

(11/98 – 4/99)

Trainer:

- Trained teachers and administrators within the district using TESA (Teacher Expectations and Student Achievement)
- Developed workshops to help educators become more aware of their own teaching practices and expectations
- Helped teachers analyze how their expectations affect their teaching practices and student achievement
- Organized follow-up sessions in which educators evaluated their experiences with TESA techniques

Team/Core Leader (9/99 – 6/00)

English/History Department Chair (5/00 – 6/02)

Mentor Teacher (9/97 – 6/98, 9/00 – 6/02)

Master Teacher (9/00 – 11/00)

National Board of Professional Teaching Standards Certification – Early Adolescent English/
Language Arts (November 2001)

Santa Monica Jaycees Outstanding Young Educator Award (7/01)

California PTSA Honorary Service Award (2/00)

Lincoln Middle School Teacher of the Year (1996 – 1997)

Julia E. Fisher**EDUCATION**

Loyola Marymount University	1/05 – 6/06
MS in Special Education Mild/Mod. Education Specialist Credential	
University of California, Los Angeles	9/97 – 9/01
Bachelor of Arts in English Literature and Philosophy	

PROFESSIONAL EXPERIENCE

Green Dot Public Schools, Implementation Lead	7/11-present
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- Developed the Green Dot Teacher Evaluation Process for use by 500 Teachers and 30 Administrators
- Implemented the Teacher Effectiveness Pilot across all Green Dot schools in 2011-2012 that resulted in the first charter union affirmative vote for performance based compensation in California
- Facilitated 9 monthly teacher, administrator and home office Focus Groups that generated research based recommendations to create the Teacher Evaluation Process
- Managed a multi-million federal government Teacher Effectiveness and Bill and Melinda Gates grant
- Developed and launched administrator and teacher trainings used across the organization for the College Ready Teaching Framework
- Fostered strong inter- and extra-organizational network of colleagues in the Teacher Effectiveness field
- Collaboratively developed and implemented negotiation strategy to ensure strong stakeholder buy in

Ánimo Inglewood Charter High School

Special Education Department Chair and Social Justice General Education Teacher	8/07- 6/11
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- Wrote and hold IEPs for all 9th and 10th grade IEP students
- Designed and presented Special Education PD on site and for all Special Education Green Dot teachers
- Taught Special Education Resource classes for 9th and 10th grade
- Created Social Justice general education 9th grade class and curriculum
- Taught Summer Bridge English class (2008)
- Director of Summer Bridge (2009)
- Elected to 2 year post on the Professional Development Committee
- Chosen as Grade Level Leader 08-09 and designed 9th grade Student Intervention Contract and class
- Gay Straight Alliance Faculty Advisor

New West Charter Middle School

Special Education Teacher	8/06 – 6/07
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- Initiated and implemented differentiated testing and assessment for special ed/504 students
- Created and delivered differentiation/inclusion seminar for general education teachers
- Met weekly with teachers to ensure inclusion and differentiation strategies were being used in the general education classroom
- Taught resource study skills for three periods daily
- Case carrier and IEP writer for over twenty special education students/ Managed school's 504 plans
- Scheduled and attended IEPs for over 45 students (initials, transitions, exits, and amendments)
- Created detailed calendar and structured method of advanced notification for all meetings
- Facilitated ongoing communication between parents, teachers, service providers and students
- Assisted the Special Ed Committee in planning the Resource Rendezvous and school-wide lectures
- Organized fund-raising and subsequently hired paraprofessionals for the resource room

Ánimo South LA Charter High School

Special Education Teacher Founding Teacher	9/04 – 6/06
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- Initiated and implemented the Special Education inclusion program at ASLA
- Case carrier for all special education students at ASLA
- Maintained Individual Transition Plans
- Produced workshops on Differentiation for general education teachers
- Assessed students using the Woodcock Johnson III

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EDUCATION

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

EXPERIENCE

GREEN DOT PUBLIC SCHOOLS 2007-PRESENT

Vice President of Human Capital 2011-present

- Supervise and evaluate Cluster Directors, Director of New Teacher Support a, Literacy and Math Program Coordinators.
- Work with the Green Dot Education Team to interpret, develop, and recommend policies and regulations that govern the overall operation of Green Dot schools.
- Ensure school compliance with local policies and regulations, state requirements, and Green Dot Core Values.
- Plan and provide monthly professional development to principals and assistant principals.
- Collaborate with the Education Team on Green Dot-wide staff development.
- Led contract negotiations with teacher and classified unions.

Cluster Director (Area Superintendent) 2007-2011

- Supervise and evaluate principals on eighth Green Dot campuses.
- Plan and provide monthly professional development to principals and assistant principals.
- Collaborate with the Education Team on Green Dot-wide staff development.
- Provide bi-monthly coaching to principals and assistant principals.
- Serve as a liaison between home office and school principals.
- Work with the schools in the cluster to develop community partnerships, formulate a student admissions process including: including recruitment, admissions and registration.
- Recommend budget expenditures and manage fiscal resources.

Achievements:

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

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

Responsibilities:

- Provide Instructional Leadership for a staff of 160.
- Oversaw and evaluated the math department.

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

Achievements:

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

Middle School Principal

Aug. 2001 – Jun 2003

Charles Evan Hughes Middle School Long Beach, CA

Responsibilities:

- Provide Instructional Leadership for a staff of 55
- Maintained the Title I and School Improvement budget
- Improved the morale of the staff and community

Achievements:

- Introduced and began the implementation of middle school Small Learning Communities
- Successfully introduced an African-American Parent Committee to improve student achievement
- Removed a \$95,000 budget deficit in one year

Middle School Principal

Oct. 1997- Jul 2001

Hubert Howe Bancroft Middle School Long Beach, CA

Responsibilities:

- Provide instructional leadership for a staff of 50
- Maintained the Title I and School Improvement budget
- Created a culture of climate and trust

Achievements:

- Dramatic increase in student test scores – highest middle school scores in the district
- Improved reading and math programs
- Improved community relations

RELATED EXPERIENCES

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

Janneth Milton Johnson

Experience

2009-Present

Director Counseling and Student Services Green Dot Public Schools Los Angeles CA

- Define and codify Green Dot's best practice for utilizing PPS counselors and Clinical Services staff.
- Plan structured, detailed, ongoing professional development for PPS Counselors
- Define a common practice for analyzing and tracking student achievement data
- Full-time work at the home office overseeing college and career counseling at Green Dot
- Monthly coaching of counselors
- Help counselors with goal setting and action planning around those goals
- Codify the Green Dot college and career counseling model
- Build relationships with colleges for all Green Dot schools
- Codify graduation requirements for Green Dot
- Work with Mental Health Team to develop crisis intervention plan
- Provide support for the growth and development of Clinical Services staff.

2006- 2009

Green Dot Public Schools

Inglewood, CA

Head Counselor

- Schedule and implement professional development for Green Dot Counselors
- Serve as a resource and mentor for new counselors
- Create and implement workshop for students and parents

2003-Present

Green Dot Public Schools

Inglewood, CA

Counselor

- Develop curriculum for advisory and college and career readiness classes
- Frequent one-on-one meetings with students to discuss progress toward graduation and college requirements
- Refer students and their parents to community agencies, programs, or specialists as appropriate
- Conduct and facilitate mediation meetings with teachers, students, and parents needed
- Conduct structured, goal-oriented counseling sessions in response to identified needs of individuals and groups of student
- Organize and implement college workshops and college tours

1999-2003

LAUSD

Los Angeles, CA

Substitute Teacher/ Intern Counselor

- Worked as a long-term substitute for English, History, Physical Education, and ESL at Emerson Middle School
- Impact Group facilitator

PR/Award # S374A120030

- Co- created and implemented an academic and behavioral intervention program entitled “ Fresh Start”
- Counseled individuals and groups of students in the areas of educational, personal, physical, social and career needs; provided guidance to students in matters regarding graduation
- Worked with students at Dorsey High School and Crenshaw High School participating in the Adult Education Program

1998-1999 LAUSD Inglewood, CA

Elementary Teacher

- Taught a 4th grade multiple subject curriculum for students a Century Park Elementary School.

1995-1996 UCLA Academic Supports Program Westwood, CA

Peer Counselor/ Academic Coordinator

- Supervised a staff and prepared meeting materials and details
- Organized academic development workshops
- Wrote funding proposals
- Responsible for the coordination of student outreach programs
- Organized recruitment events
- Created and presented annual budget reports and evaluations
- Planned Career Seminars and Networking Forums
- Advised students on programs, requirements, courses, and career opportunities.

Education

1998 **University of California Los Angeles**
B.A. Anthropology

2003 **California State University Dominguez Hills**
M.A. Education /Counseling

2003 **State of California PPS Counseling Credential**

* References available upon request.

Kevin M Keelen, Ed.D.

(b)(6)

PROFESSIONAL EXPERIENCE

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

- Oversee Human Resources & Knowledge Management departments
- Interface with and support academic, operational, & development functions
- Supervise four managers overseeing nine direct reports and 700+ work orders monthly
- Create & sustain organization-wide employee portal linking Green Dot's systems & technologies, including those from The College Ready Promise
- Champion development & use of data warehouse & Tableau, providing self-service data to home office, administrators, teachers, counselors, & operational team
- Define & implement new hire process, linking Human Capital & HR systems
- Support Green Dot-AMU & Green Dot-ACEA union negotiations
- Lead Green Dot AMU Benefits Committee

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

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

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

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

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

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

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

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

EDUCATION

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

PUBLICATIONS

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

EXPERIENCE

- 2005-Present **Green Dot Public Schools**, a charter school management non-profit org. **Los Angeles, CA**
CEO & President
- June 1999-2005 **BAIN & COMPANY, INC**, a management consulting firm **Los Angeles, CA**
Partner
- Directed several teams in developing strategic and operational recommendations for a multi-billion dollar semiconductor client
 - Advised clients in the start-up and acceleration of several internet ventures
- 1997-July 1999 **BAIN & COMPANY, INC**, a management consulting firm **Sao Paulo, Brazil**
Partner
- Manage the development of new business opportunities for Bain Brazil
 - Directed several teams in the development of strategic recommendations for clients in the Consumer Goods and Media and Communications industries
- 1994-1997 **VALUE PARTNERS BRAZIL**, a management consulting firm **Sao Paulo, Brazil**
Principal
- Developed strategic recommendations for the turnaround of a major player in the Brazilian packaging industry
 - Developed and implemented a change program for largest magazine publisher in Brazil
- Senior Engagement Manager**
- Restructured the commercial and distribution network of a large truck and car tire manufacturer
- 1993-1994 **VALUE PARTNERS ITALIA**, a management consulting firm **Milan, Italy**
Engagement Manager
- Participated in several strategy projects in the auto components and energy distribution sectors
- 1990-1993 **McKINSEY & CO.**, a management consulting firm **Milan, Italy**
Engagement Manager
- Developed the commercial strategy for an Italian auto component manufacturer
- Consultant**
- Participated in developing strategic recommendations for clients in the steel and oil and gas industries
- 1985-1988 **ENICHEM AMERICAS, INC.**, a petrochemical distribution company **New York, NY**
Area Manager
- Developed company's presence as a distributor of petrochemical intermediaries in Venezuela, Colombia and Ecuador
- Business Representative**
- Traded bulk petrochemicals in the US territory

EDUCATION

- 1988-1990 **COLUMBIA BUSINESS SCHOOL** **New York, NY**
MBA – Finance and Management of Organizational, May 1990
Beta Gamma Sigma Honors and Dean's List
- 1981-1985 **COLUMBIA UNIVERSITY** **New York, NY**
B.S. in Industrial Engineering, May 1985

ADDITIONAL INFORMATION

Fluent in Italian, English, Portuguese and Spanish

APPENDIX

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The College Ready Teaching Framework

7/23/2012

1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge
	B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery	A) Selection and progression assessments
	B) Planned response to assessment data
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students
	B) Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle
	B) Cognitive level of student learning experiences
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials
3.4 Monitor student learning during instruction	A) Checking for students' understanding and adjusting instruction
	B) Feedback to students
	C) Self-monitoring

The College Ready Teaching Framework

4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy
	B) Use in future planning
	C) Acceptance of feedback
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community
	B) Professional development
	C) Shared commitment
4.3 Upholding and exhibiting the CMO norms and expectations	A) Unwavering belief in all student’s potential
	B) Passion for excellence
	C) Personal Responsibility
	D) Respect for others and community
	E) All stakeholders critical to process
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge of community resources
	C) Support for students in accessing these resources

Domain 1: Data-Driven Planning and Assessing Student Learning

Domain 1: Data-Driven Planning and Assessing Student Learning						
1.1 Establish standards-based learning objectives and assessments	A) Selection of learning objectives	Learning objective(s) are missing a specific level of cognition or content. AND Learning objective(s) are misaligned (do not progress toward mastery of content standards).	Learning objective(s) are missing either a specific level of cognition or content. OR Learning objective(s) are misaligned (do not progress toward mastery of content standards).	Learning objective(s) include both specific levels of cognition and content. AND Learning objective(s) are aligned to and progress toward mastery of content standards.	<i>All of level 3 and...</i> Learning objective(s) exceed level of cognition or increase level of challenge required by content standards.	<ul style="list-style-type: none"> Do the objective(s) contain level of cognition and content? Are the objective(s) at an appropriate level of rigor and scaffolds toward success on standard(s)? <p><i>NOTE: Proving behavior is no longer assessed in this indicator. Now, it is assessed in 1.1B.</i></p>
	B) Measurability of learning objectives	Proving behavior does not measure the learning objective(s).	Proving behavior measures the learning objective(s). AND Proving behavior uses only general criteria for measuring success.	Proving behavior measures the learning objective(s). AND Proving behavior includes specific criteria (quantitative or qualitative) for measuring success.	<i>All of level 3 and...</i> Proving behavior is measured by multiple methods.	<ul style="list-style-type: none"> Is the proving behavior aligned with the learning objective(s)? How is success on the proving behavior measured?
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	The design of the learning experiences is not aligned to the learning objective(s). AND Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is not aligned to the learning objective(s). OR Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	<i>All of level 3 and...</i> The design of the learning experiences is differentiated to meet the needs of subgroups of students.	<ul style="list-style-type: none"> Are the learning experiences aligned to the learning objective(s)? Are the learning experiences sequenced using gradual release of responsibility? Level IV: Are learning experiences differentiated? <p><i>NOTE: Instructional pacing is not assessed in this indicator. It is assessed using the phrase 'appropriate time' in indicator 1.2B</i></p>
	B) Creating cognitively engaging learning experiences for students	Instructional plans do not provide opportunity for cognitively engaging learning experiences throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences but without appropriate time and support throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences throughout the lesson cycle, and each learning experience provides appropriate time and support.	<i>All of level 3 and...</i> Instructional plans provide differentiated, cognitively engaging learning experiences for subgroups of students.	<ul style="list-style-type: none"> Are learning experiences consistently cognitively engaging? Does the teacher plan appropriate time and support for students to fully engage in each learning experience? Level IV: Are learning experiences differentiated?
1.3 Use student data to guide planning	A) Lesson design guided by data	The teacher does not use student data to guide or inform planning.	The teacher uses student data to inform planning of content organization or instructional strategies. OR The teacher uses student data to inform planning that meets the needs of the whole class.	The teacher uses student data to inform planning of content organization <i>and</i> instructional strategies. AND The teacher uses student data to inform planning that meets the needs of subgroups of students.	<i>All of level 3 and...</i> The teacher cites instructional strategies to meet the needs of individual students.	<ul style="list-style-type: none"> Does the teacher use data to inform content organization and instructional strategies? Is the data used to inform planning for the whole class, subgroups, or individual students?

Domain 1: Data-Driven Planning and Assessing Student Learning

Domain 1: Data-Driven Planning and Assessing Student Learning						
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge	The teacher does not accurately identify or address the prerequisite knowledge and skills to achieve the standard/learning objective(s). OR The teacher does not include opportunities to activate prerequisite knowledge. OR The teacher does not include strategies to address potential gaps for whole group of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for whole groups of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for subgroups of students.	<i>All of level 3 and...</i> The teacher uses knowledge to address potential gaps for individual students.	<ul style="list-style-type: none"> Does the teacher identify pre-requisite knowledge and skills? Does the teacher plan opportunities to activate previous knowledge? Does the teacher plan strategies for the whole class, subgroups, or for individual students? <p>NOTES: Activation of prior knowledge, which was previously not assessed, is now assessed in this indicator.</p>
	B) Addresses common content misconceptions	The teacher does not anticipate common student misconceptions and does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions but does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions and includes strategies that ensure students recognize and address these misconceptions to master the standard/learning objective(s).	<i>All of level 3 and...</i> The teacher includes opportunities for students to uncover and correct their own misconceptions.	<ul style="list-style-type: none"> Does the teacher anticipate common student misconceptions? Does the teacher plan strategies to address student misconceptions? Level IV: Do students uncover and correct their own misconceptions? <p>NOTE: The language of the indicator ("standard/learning objective") allows teachers to address misconceptions in this OR future lessons.</p>
1.5 Design assessments to ensure student mastery	A) Selection and progression of assessments	Formative assessments are not aligned to the learning objective(s). OR Formative assessments are not planned.	The formative assessments are inconsistently aligned to the learning objective(s). OR Formative assessments do not yield actionable data. OR Formative assessments are planned for a single component of the lesson cycle.	A variety of formative assessments are selected to yield actionable data about progress towards mastery of the learning objective(s). AND Formative assessments are planned for different components of the lesson cycle, progressing towards student mastery of the learning objective(s).	<i>All of level 3 and...</i> The formative assessments are differentiated to yield actionable data about subgroups of students.	<ul style="list-style-type: none"> Are formative assessments aligned to the learning objective(s)? Are formative assessments planned throughout the lesson? Are a variety of formative assessment techniques used? Do formative assessments yield actionable data? Level IV: Is actionable data provided about the whole class or for subgroups? <p>NOTE: Now, this indicator only assesses formative checks for understanding. The proving behavior is assessed in 1.1B.</p>
	B) Planned response to assessment data	The teacher has not planned a response to data from formative assessments.	The teacher inconsistently plans responses to data from formative assessments.	The teacher plans to adjust instruction based on the data from each formative assessment.	<i>All of level 3 and...</i> The teacher provides opportunities for students to use formative assessments to reflect on current progress toward the learning objective(s) or to determine next steps to extend learning.	<ul style="list-style-type: none"> Does the teacher plan to adjust instruction for each formative assessment? Level IV: Do students reflect on their own progress and determine next steps to extend learning? <p>NOTE: If not included explicitly in the lesson plan, this indicator may be assessed via verbal questioning in the observation pre-conference.</p>

Domain 2: The Classroom Learning Environment

Domain 2: The Classroom Learning Environment						
2.1 Creates a classroom/ community culture of learning	A) Value of effort and challenge	The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work.	The teacher's words and actions emphasize compliance and completion of work. Students seek to complete tasks without consistent focus on learning or persistence toward quality work.	The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to learn and persist in producing high quality work.	<i>All of level 3 and...</i> Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.	<ul style="list-style-type: none"> Does the teacher emphasize completion and compliance, or learning and quality work? Do students focus on completing assignments or producing quality work? Level IV: Do students assume responsibility and take initiative for high quality work?
	B) Behavioral expectations	It is evident that the teacher did not teach standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. AND Student behavior contributes to an academic environment.	The teacher has established clear, high standards for student behavior. Without being prompted, students articulate or promote behavioral expectations that support the classroom's academic environment.	<ul style="list-style-type: none"> Does the teacher communicate clear and high standards for student behavior? Does student behavior contribute to an academic environment? Level IV: Do students articulate and promote behavioral expectations without prompting?
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	B) Response to behavior	The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.	The teacher's verbal or non-verbal response to student behavior is inconsistent. OR Teacher's verbal or non-verbal response is focused on the whole-class. OR Teacher emphasizes consequences over positive reinforcement.	The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students.	<i>All of level 3 and...</i> Students appropriately respond to or redirect each other's behavior.	<ul style="list-style-type: none"> Does the teacher consistently respond to both positive and negative student behavior? Does the teacher respond to the whole class or to specific students? Is the teacher respectful of student dignity? Level IV: Do students respond to and redirect each other?
	A) Interactions between teacher and students	The teacher's interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students exhibit disrespect for the teacher.	The teacher's interactions with students inconsistently demonstrate respect and positivity, or are not consistently appropriate for the age and needs of students in the class. OR Students inconsistently exhibit respect for the teacher.	The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students in the class. AND Students exhibit respect for the teacher.	<i>All of level 3 and...</i> The teacher's interactions demonstrate a positive rapport with individual students.	<ul style="list-style-type: none"> Does the teacher interact with students in a respectful, positive and appropriate manner? Do students exhibit respect for the teacher? Level IV: Is there evidence of rapport between the teacher and individual students?
2.3 Establish a culture of respect and rapport which supports students' emotional safety	B) Student interactions with each other	Student interactions are impolite and disrespectful, which interferes with learning for some students.	Student interactions are generally polite and respectful, but students do not support each other's learning.	Student interactions are polite and respectful, and students support each other's learning.	<i>All of level 3 and...</i> Students encourage each other individually.	<ul style="list-style-type: none"> Do students interact polite and respectfully with each other? Do students support each other's learning? Level IV: Do students encourage each other?
	A) Routines, procedures, and transitions	The teacher has not established or does not enforce routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently enforced, resulting in the loss of instructional time.	The teacher has established and enforces routines, procedures, and transitions that maximize instructional time.	<i>All of level 3 and...</i> With minimal prompting, students effectively facilitate some routines, procedures, and transitions.	<ul style="list-style-type: none"> Has the teacher established routines, procedures, and transitions? Do routines, procedures, and transitions maximize instructional time? Level IV: Do students facilitate any routines, procedures or transitions?

Domain 3: Instruction

Domain 3: Instruction						
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson	The teacher does not explain the learning objective(s).	The teacher initially explains the learning objective(s) but does not refer to the objective(s) throughout the lesson. OR Students cannot articulate what they are expected to learn.	The teacher explains the learning objective(s) and refers back to it throughout the lesson. AND Students are able to articulate what they are expected to learn.	All of level 3 and... Students are able to articulate the relevance of the learning objective(s).	<ul style="list-style-type: none"> Does the teacher explain the learning objective? Does the teacher refer back to learning objective throughout the lesson? Level IV: Can students articulate the learning objective and its relevance?
	B) Connections to prior and future learning experiences	The teacher makes limited connections between current learning objective(s) and the students' prior and future learning.	The teacher makes connections between the current learning objective(s) and the students' prior and future learning. Connections are vague or based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior and future learning to further student understanding of the content material within or outside of the discipline or unit.	The teacher facilitates as students build connections between the current learning objective(s) and their prior and future learning. Students make explicit connections within or outside of the discipline or unit.	<ul style="list-style-type: none"> Does the teacher connect the learning objective prior/future learning? Are connections based on assessments/grades or on content within or outside the unit? Level IV: Does the teacher facilitate while students make connections?
	C) Criteria for success	The teacher does not establish criteria for successfully demonstrating attainment of the learning objective(s).	The teacher mentions but does not clearly explain the criteria for successfully demonstrating attainment of the learning objective(s).	The teacher clearly articulates the criteria for successfully demonstrating attainment of the lesson objective(s). AND Students are able to articulate the criteria for successfully demonstrating attainment of the learning objective(s).	All of level 3 and... The teacher solicits student ideas to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).	<ul style="list-style-type: none"> Does the teacher clearly articulate success criteria? Can students articulate success criteria? Are students involved in defining or affirming the success criteria? <p><i>NOTE: Now, this indicator only focuses on the success criteria for the proving behavior, as opposed to success criteria for every activity.</i></p>
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle	The teacher executes a lesson cycle that is inappropriately paced. AND The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes a lesson cycle that is inappropriately paced. OR The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes an appropriately paced lesson cycle that gradually releases responsibility so that students can independently master the learning objective(s).	All of level 3 and... To address the learning needs of subgroups, the teacher adapts the pacing or the release of responsibility.	<ul style="list-style-type: none"> Does the teacher appropriately pace the lesson? Does the lesson gradually release responsibility to the students? Level IV: Does the teacher adapt the pacing or release of responsibility for subgroups?
	B) Cognitive Level of Student Learning Experiences	Learning experiences are not cognitively engaging. OR Learning experiences do not match the level of rigor required to attain mastery of the learning objective(s).	Some learning experiences are cognitively engaging. OR Some learning experiences match the level of rigor required to attain mastery of the learning objective(s).	Learning experiences throughout the lesson cycle are cognitively engaging. AND Learning experiences consistently match the level of rigor required to attain mastery of the learning objective(s).	All of level 3 and... Learning experiences require student thinking that exceeds the level of cognition or increases the level of challenge required by content standards.	<ul style="list-style-type: none"> Are learning experiences consistently cognitively engaging? Is the rigor of the learning experiences aligned to the learning objective? Level IV: Does student thinking exceed the level of cognition of cognitive challenge required by the standards?

Domain 3: Instruction

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3.3 Implementation of instructional strategies	A) Questioning	Many questions posed by the teacher do not move student thinking toward mastery of the learning objective(s). OR Most of the questions posed by the teacher require little cognitive challenge.	The teacher poses questions to a small number of students in the class. OR The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s).	The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s). AND The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking.	<i>All of Level 3 and...</i> Students pose questions that require cognitive challenge. OR Students initiate questions to further other students' understanding of the content.	<ul style="list-style-type: none"> Are questions aligned to the learning objective? Are questions scaffolded toward cognitive challenge? Are questions posed to a few students or to a wide range of students? Are students required to correctly answer questions? Are students required to extend or justify their thinking? Level IV: Are students posing cognitively challenging questions?
	B) Academic Discourse	The teacher does not require students to use the language of the discipline, discuss academic ideas, or justify their reasoning. OR The teacher provides minimal opportunities for student discussion.	The teacher inconsistently requires students in whole class or small group conversations to use the language of the discipline, discuss academic ideas, or justify their reasoning. OR Academic discourse is limited to a small number of students.	The teacher facilitates conversations in whole class and small group settings that require all students to consistently use the language of the discipline, discuss academic ideas, and justify their reasoning.	Students facilitate whole class or small group discussions and consistently use the language of the discipline, discuss academic ideas, and justify their reasoning.	<ul style="list-style-type: none"> How many students participate in academic discourse? Do students participate in academic discourse consistently (in all activities and in all settings)? Level IV: Do students or the teacher facilitate whole class or small group discussion?
	C) Group structures	The structure and size of grouping arrangements do not move students toward mastery of the learning objective(s).	The structure and size of grouping arrangements inconsistently move students toward mastery of the learning objective(s). OR Students inconsistently participate within all group structures.	The structure and size of grouping arrangements move students toward mastery of the learning objective(s). AND Students actively participate within all group structures.	<i>All of level 3 and...</i> The teacher differentiates grouping arrangements in order to maximize learning for individual students. Students rely on each other to work through challenging activities and hold themselves and each other accountable for individual or group work.	<ul style="list-style-type: none"> Do the structure and size of grouping arrangements facilitate students' mastery of the learning objective? Do students consistently and actively participate within the group structures? Level IV: Is grouping differentiated? Level IV: Do students rely on each other to work through challenging activities, holding each other accountable?
	D) Resources and instructional materials	Resources and instructional materials are unsuitable to the lesson objective(s), distract from or interfere with student learning, or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and promote cognitive engagement.	<i>All of level 3 and...</i> Resources and instructional materials require cognitive engagement. Students choose, adapt, or create materials to extend learning.	<ul style="list-style-type: none"> Do resources and instructional materials: <ul style="list-style-type: none"> Suite the learning objective? Support attainment of the learning objective? Promote or require cognitive engagement? Level IV: Do students choose, adapt, or create materials to extend learning?

3.4 Monitoring student learning during instruction	A) Checking for understanding and adjusting instruction	The teacher does not check for students' understanding of the learning objectives during the lesson. OR The teacher does not adjust instruction based on the data.	The teacher inconsistently checks for understanding throughout the lesson cycle. OR The checks do not yield actionable data on students' progress toward the learning objective(s). OR The teacher inconsistently or ineffectively adjusts instruction based on the data.	The teacher checks for understanding using varied techniques throughout the lesson cycle to yield actionable data on students' progress toward the learning objective(s). AND The teacher adjusts instruction based on the data to meet students' learning needs.	<i>All of level 3 and...</i> The teacher implements differentiated instruction and continued checks for understanding based on the progress of subgroups toward mastery of the learning objective(s).	<ul style="list-style-type: none"> Does the teacher check for understanding throughout the lesson cycle? Does the teacher use varied techniques to check for understanding? Do checks for understanding yield actionable data? Does the teacher effectively adjust instruction based on data from checks for understanding? Level IV: Does the teacher implement differentiated instruction for subgroups based on data from checks for understanding? <p><i>NOTE: This indicator is aligned to 1.5A.</i></p>
	B) Feedback to students	The teacher does not provide feedback to students. OR Feedback does not advance students toward mastery of the learning objective(s).	The teacher provides feedback but not throughout the lesson cycle. OR Feedback inconsistently advances students toward attainment of the learning objective(s).	The teacher provides feedback throughout the lesson cycle that is specific and timely. AND Feedback consistently advances students toward attainment of the learning objective(s).	<i>All of level 3 and...</i> Students provide specific feedback to one another.	<ul style="list-style-type: none"> Does the teacher provide feedback throughout the lesson cycle? Is feedback specific and timely? Does feedback advance students toward the learning objective? Level IV: Do students provide specific feedback to one another?
	C) Self-monitoring	The teacher does not provide students with opportunities to engage in self-monitoring of their own progress or thinking.	The teacher provides students with limited opportunities for self-monitoring exercises.	The teacher provides students with opportunities for self-monitoring exercises that move students towards a deeper mastery of the objective(s).	Students self-monitor without the direction of the teacher. AND Students judge their own performance relative to success criteria.	<ul style="list-style-type: none"> Does the teacher provide opportunities for self-monitoring? Does self-monitoring move students toward mastery of the learning objective? Level IV: Do students self-monitor and judge their own performance? <p><i>NOTE: Goal setting has been removed from this indicator.</i></p>

Contributions to School Community and Family

Domain 4: Developing Professional Practice

4.1	Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy	The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and success in meeting the instructional goals.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing general data to support the judgment.	All of level 3 and... The teacher cites specific data, and weighs the relative strengths of each data source. .
		B) Use in future planning	The teacher has limited suggestions for how the lesson could be improved.	The teacher makes general suggestions about how the lesson could be improved.	The teacher makes specific suggestions about how the specific lesson can be improved and general suggestions for improving the teaching practice as a whole.	All of level 3 and... The teacher predicts how the improvements will advance student learning in future lessons.
		C) Acceptance of feedback	The teacher is resistant to feedback from supervisors or colleagues and/or does not use the feedback to improve practice.	The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice.	All of level 3 and... The teacher proactively seeks feedback on what has been implemented.
4.2	Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community	The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.	All of level 3 and... The teacher assumes appropriate leadership roles and promoting positive and professional relationships
		B) Professional development	The teacher resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The teacher welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others.	All of level 3 and... The teacher seeks out professional development opportunities and initiates activities that contribute to the profession.
		C) Shared commitment	The teacher demonstrates little commitment to supporting shared agreements that support student learning.	The teacher adheres to shared agreements that support student learning.	The teacher contributes to and actively endorses shared agreements that support student learning.	All of level 3 and... The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.

Domain 4: Developing Professional Practice

4.3 Exhibiting and upholding the Green Dot Core Values	A) Unwavering belief in all student's potential	Teacher demonstrates a pattern of failing to put students first (for example, making self available to students, not referring students to academic or behavioral interventions as needed, inconsistently promoting a positive "students can achieve" attitude on campus).	With rare exception, teacher puts students first, (for example, making self available to students referring students to academic or behavioral interventions as needed, promoting a positive "students can achieve" attitude on campus).	Teacher consistently puts students first (for example, making self available to students, referring students to academic or behavioral interventions as needed, promoting a positive "students can achieve" attitude on campus).	All of level 3 and... The teacher assumes a leadership role in encouraging others to develop this belief.
	B) Passion for excellence	Teacher demonstrates a pattern of failing to be solution-oriented, strive for continuous improvement, and be data-driven.	With rare exception, teacher is solution-oriented, striving for continuous improvement, and is data-driven	Teacher is consistently solution-oriented, striving for continuous improvement, and is data-driven.	All of level 3 and... The teacher takes it upon himself to isolate concerns at the school level, develop solutions, and present them to staff and stakeholders.
	C) Personal responsibility	Teacher demonstrates a pattern of failing to hold him/herself accountable for results, inconsistently staying until the job is well-done.	With rare exception, teacher holds him/herself accountable for results, staying until the job is well-done.	Teacher consistently holds him/herself accountable for results, staying until the job is well-done.	All of level 3 and... The teacher seeks out opportunities to help others develop their personal responsibility.
	D) Respect for others and community:	Teacher demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	With rare exception, teacher interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	Teacher consistently interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	All of level 3 and... The students contribute to the design and implementation of the parent communication system.
	E) All stakeholders critical to process	Teacher demonstrates a pattern of failing to solicit and incorporate input from stakeholders.	With rare exception, teacher solicits and incorporates input from all stakeholders.	Teacher consistently solicits and incorporates input from all stakeholders.	All of level 3 and... The teacher is transparent about stakeholder input, and allows stakeholders to view their data.

Domain 5: Developing Partnerships with Family and Community

5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication	The teacher provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The teacher adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The teacher initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	<i>All of level 3 and...</i> The teacher promotes frequent two-way communication with parents to improve student learning with students contributing to the design of the system.
	B) Responsiveness to parent inquiries and communication	The teacher does not respond, or regularly responds insensitively to parent concerns about students.	The teacher responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The teacher responds to parent concerns in a timely and culturally respectful manner.	<i>All of level 3 and...</i> The teacher handles this communication with professional and cultural sensitivity.
	C) Inclusion of the family as a partner in learning decisions	The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher makes modest and partially successful attempts to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are frequent and successful.	<i>All of level 3 and...</i> Students contribute ideas for projects that will be enhanced by family participation.
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students	The teacher does not provide parents with strategies to support their child's success and college-readiness.	The teacher provides parents with limited strategies to support their child's success and college-readiness.	The teacher provides parents with several strategies to support their child's success and college-readiness including resources outside of the school.	The teacher works collaboratively with parents to identify appropriate strategies to support their child's success and college-readiness including resources outside of the school. Students initiate the use of strategies with their parents.
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy	There is little / no evidence that students work with the teacher to establish learning goals, or that the teacher advocates for students to establish high learning goals.	There is evidence that the teacher advocates for groups of students to establish high learning goals, and that he/she works with students as a group to set goals.	The teacher encourages and advocates for students to attain high learning goals, works to help set and monitor goals, and integrates curriculum experiences that connect to student goals.	<i>All of level 3 and...</i> The teacher establishes processes through which students establish and monitor high personal learning goals, and self-advocate for their attainment of the goals.
	B) Knowledge of community resources	The teacher is unaware of resources for students available through the school, CMO or community that students may access to learn about success in college and beyond.	The teacher demonstrates knowledge of resources for students available through the school or CMO, but has limited knowledge of resources available more broadly, or does not work to utilize the available resources to support student understanding of success in college and beyond.	The teacher displays awareness of resources for students available through the school or CMO, and familiarity with resources external to the school and on the Internet; available resources are utilized to increase relevance and student understanding of success in college and beyond.	<i>All of level 3 and...</i> Students identify and incorporate resources relevant to them, and that increases their understanding of success in college and beyond.

Domain 5: Developing Partnerships with Family and Community

	C) Support for students in accessing these resources	The teacher is unaware of resources and therefore unable to support students accessing resources.	The teacher refers students to other adults in the school to support students in accessing resources.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts.	All of level 3 and... The teacher promotes the students in taking responsibility for identifying and maintaining contacts with resources.
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2012-2013 Leader Performance Evaluation

(Example)

Principal Name:	Antonio Garcia	Date:	3/20/2012
School:	Animo South Los Angeles Charter High School		
Leader Competencies			
<ul style="list-style-type: none"> o Average of all standards weighted equally: 			
4 3.50–4.00 3 3.00–3.49 2 2.50–2.99 1 < 2.50			
	4	25%	1
Stakeholder Feedback			
<ul style="list-style-type: none"> o Average of stakeholder feedback who strongly agree/agree: 			
4 3.00–4.00 3 2.00–2.99 2 1.00–1.99 1 < 1.00			
	4	5%	0.2
School-wide Student Achievement (70%)			
College Readiness (High School)			
<ul style="list-style-type: none"> o % of 11th graders deemed college ready by math & English EAP o % of grads accepted to 4-year university 			
Achieved or exceeded:			
4 all targets 3 75% of targets 2 50% of targets 1 < 50% of targets			
	3	30%	0.9

<p style="text-align: center;">College Readiness (Middle School)</p> <ul style="list-style-type: none"> o % of cohort 8th graders reading at grade level (SRI). 8th grade cohort has been with GD since 6th. <ul style="list-style-type: none"> o NWEA RIT Growth Targets as measured by 2012 - 13 results. <p style="text-align: center;">Achieved or exceeded:</p> <p>4 all targets 3 75% of targets 2 50% of targets 1 < 50% of targets</p> 	N/A	30%	0
<p style="text-align: center;">School-wide Student Growth Percentile</p> <ul style="list-style-type: none"> o The average growth percentile of all student scores across tested content areas <p style="text-align: center;">4 75% or above 3 60 -74% 2 40-59% 1 25-39%</p> 	3	20%	0.6
<p style="text-align: center;">Academic Performance Index</p> <ul style="list-style-type: none"> o API is at or above target based on school target <p>4 > or = target 3 up to 15 pts. < 2 16 – 40 pts. < 1 41 – 60 pts. <</p> 	2	10%	0.2
<p style="text-align: center;">Effective Teachers</p> <ul style="list-style-type: none"> o % of top teachers recruited, retained or promoted each year: <p>4 85-100% 3 65-84% 2 50-64% 1 < 50%</p> 	3	10%	0.3
Overall Effectiveness Score (sum of all weighted scores):			3.2
Overall Effectiveness Rating : Effective			

Performance Bands	
Developing	1.0-1.9
Achieving	2.0-2.9
Effective	3.0-3.4
Highly Effective	3.5-4.0

Green Dot Public Schools: Leader Competencies Rubric

NAME: _____

DATE: _____

INSTRUCTIONAL LEADERSHIP: Using the rating guide below, please rate performance for the following statements:

- 1 = DOES NOT MEET EXPECTATIONS
- 2 = PARTIALLY MEETS EXPECTATIONS
- 3 = MEETS EXPECTATIONS
- 4 = EXCEEDS EXPECTATIONS

Self	Supervisor	Stakeholder	Performance Indicator
			MAINTAINS SCHOOL-WIDE FOCUS ON HIGH STANDARDS OF STUDENT ACHIEVEMENT <ul style="list-style-type: none"> ▪ Establishes a culture of academic achievement by regularly celebrating student successes ▪ Uses consistent systems of student accountability for discipline and academic achievement ▪ Fosters two-way communication with parents and students about individual student progress (progress reports, academic contracts, parent conferences, etc.) ▪ Uses consistent systems of accountability to hold all staff accountable for student achievement
			IS KNOWLEDGEABLE OF EFFECTIVE INSTRUCTION, CURRICULUM, AND INTERVENTION IMPLEMENTATION <ul style="list-style-type: none"> ▪ Guides the development and implementation of a rigorous college-prep curriculum ▪ Implements intervention programs to meet the needs of struggling students ▪ Implements appropriate programming and instruction for Special Education students ▪ Implements appropriate programming and standards-based instruction for English Learners
			USES DATA TO INCREASE STUDENT ACHIEVEMENT <ul style="list-style-type: none"> ▪ Is reflective about his/her practices and uses data to make adjustments as needed ▪ Provides staff training and time to analyze student achievement data, draft plans for improvement, and monitor progress toward school-wide SMART goals ▪ Implements a variety of student intervention programs and monitors the success of these programs on an ongoing basis through the use of student achievement data ▪ Uses multiple data sources to continuously analyze program strengths and weaknesses
			CREATES A LEARNING CULTURE THAT COMMUNICATES “COLLEGE FOR CERTAIN” <ul style="list-style-type: none"> ▪ Promotes a school culture that reflects a rigorous academic focus ▪ Promotes a school culture in which diversity is recognized and valued ▪ Facilitates academic planning with students to ensure they are on track to meet A-G requirements by graduation ▪ Ensures that all students receive support in their efforts to apply to appropriate colleges
			EFFECTIVELY COACHES TEACHERS TO IMPROVE INSTRUCTION <ul style="list-style-type: none"> ▪ Performs classroom observations regularly and follows them with one-on-one debrief sessions with each teacher at least once a quarter ▪ Coaches teachers to effectively differentiate instruction ▪ Provides multiple strategies for teachers to reflect on their teaching practices (video observation, peer observation, modeling, etc.) ▪ Guides teachers in tracking progress toward the achievement of professional goals
			AVERAGE: INSTRUCTIONAL LEADERSHIP

Green Dot Public Schools: Leader Competencies Rubric

PEOPLE MANAGEMENT: Using the rating guide below, please rank performance for the following statements:

- 1 = DOES NOT MEET EXPECTATIONS
- 2 = PARTIALLY MEETS EXPECTATIONS
- 3 = MEETS EXPECTATIONS
- 4 = EXCEEDS EXPECTATIONS

Self	Supervisor	Stakeholder	Performance Indicator
			HOLDS EMPLOYEES ACCOUNTABLE FOR RESULTS <ul style="list-style-type: none"> ▪ Creates a culture of accountability by setting SMART goals and using data to track progress ▪ Conducts thorough and timely formal evaluations of teachers and staff ▪ Identifies developing teachers and implements effective plans for measurable improvement ▪ Provides honest, accurate feedback that includes actionable recommendations for growth
			BUILDS A COLLABORATIVE, WELL-FUNCTIONING TEAM <ul style="list-style-type: none"> ▪ Creates a culture that encourages respectful challenge and a thoughtful exchange of ideas ▪ Motivates staff to continuous improvement ▪ Creates systemic opportunities for collaboration and ongoing reflection ▪ Recruits and hires outstanding staff, dedicated to excellence and Green Dot's mission
			COMMUNICATES WELL WITH STAFF <ul style="list-style-type: none"> ▪ Oral communication is clear, concise, thorough and timely ▪ Written communication is clear, concise, thorough and timely ▪ Actively listens to staff concerns and encourages solution-focused dialogue ▪ Exercises appropriate judgment to frame staff and/or individual conversations
			GATHERS INPUT, COLLABORATES, AND PROVIDES LEADERSHIP OPPORTUNITIES AS APPROPRIATE <ul style="list-style-type: none"> ▪ Empowers staff to make thoughtful decisions in their area(s) of expertise ▪ Exercises appropriate authority and control ▪ Consistently exercises good judgment about the appropriate management strategy to use ▪ Delegates and collaborates as a way to train and motivate new leaders
			RECOGNIZES AND REWARDS INDIVIDUAL AND GROUP BEHAVIOR <ul style="list-style-type: none"> ▪ Systemically recognizes and rewards individual and group successes (public acknowledgement, letters of commendation, etc.) ▪ Uses a variety of approaches to recognize excellence ▪ Shares school-wide goals with all stakeholders and celebrates success as appropriate ▪ Maintains high morale throughout the school year
			AVERAGE: PEOPLE MANAGEMENT

Green Dot Public Schools: Leader Competencies Rubric

RESOURCE MANAGEMENT: Using the rating guide below, please rank performance for the following statements:

- 1 = DOES NOT MEET EXPECTATIONS
- 2 = PARTIALLY MEETS EXPECTATIONS
- 3 = MEETS EXPECTATIONS
- 4 = EXCEEDS EXPECTATIONS

Self	Supervisor	Stakeholder	Performance Indicator
			MAINTAINS A BALANCED BUDGET <ul style="list-style-type: none"> ▪ Creates a budget aligned with educational goals ▪ Tracks expenses to ensure that spending is in line with the approved budget ▪ Finds creative ways to maximize revenue or minimize costs ▪ Creates a culture of financial accountability among staff
			MANAGES RESOURCES EFFECTIVELY <ul style="list-style-type: none"> ▪ Implements a plan for student recruitment and retention that meets enrollment goals ▪ Identifies strategies to ensure that the school meets ADA goals ▪ Prioritizes the adoption of school resources (textbooks, equipment) to maximize student learning experiences ▪ Effectively tracks and maintains school resources (e.g., textbooks and equipment)
			MANAGES TIME AND PRIORITIES EFFECTIVELY <ul style="list-style-type: none"> ▪ Organizes time around school goals ▪ Meets reporting deadlines ▪ Facilitates meetings that align with goals, allow for input, and maintain focus ▪ Ensures that time is well-spent by staff and students
			ESTABLISHES EFFECTIVE SYSTEMS FOR SCHOOL OPERATIONS <ul style="list-style-type: none"> ▪ Creates systems and protocols that are clear and efficient (e.g., field trip approval) ▪ Creates policies that are clear, actionable, and aligned with the school’s mission ▪ Effectively manages school food services, plant and technology operations ▪ Creates systems to ensure a safe, secure and clean school environment
			ADHERES TO GREEN DOT, STATE, FEDERAL & DISTRICT (WHERE APPROPRIATE) REGULATIONS, POLICIES AND PROCEDURES <ul style="list-style-type: none"> ▪ Adheres to Green Dot, state, federal, and district (where appropriate) regulations, policies and protocols ▪ Creates systems and policies to maximize student safety ▪ Trains staff to understand and follow regulations, policies and protocols ▪ Supports the Home Office in refining and communicating policies
			AVERAGE: RESOURCE MANAGEMENT

Green Dot Public Schools: Leader Competencies Rubric

PROBLEM-SOLVING: Using the rating guide below, please rank performance for the following statements:

- 1 = DOES NOT MEET EXPECTATIONS
- 2 = PARTIALLY MEETS EXPECTATIONS
- 3 = MEETS EXPECTATIONS
- 4 = EXCEEDS EXPECTATIONS

Self	Supervisor	Stakeholder	Performance Indicator
			RESOLVES CONFLICT IN A FAIR AND CONSISTENT MANNER <ul style="list-style-type: none"> ▪ Creates and fosters systems that allow for respectful challenge ▪ Successfully responds to and mediates conflict between and among staff and students ▪ Trains staff and students to effectively mediate conflict ▪ Successfully manages divergent points of view
			SEEKS OUTSIDE SUPPORT WHEN APPROPRIATE <ul style="list-style-type: none"> ▪ Proactively anticipates the need for outside support ▪ Secures support from the Home Office and community when appropriate ▪ Understands when it is appropriate to take initiative to respond to problems or obstacles ▪ Understands when it is necessary to bring in outside support
			IMPLEMENTS AN EFFECTIVE STUDENT DISCIPLINE POLICY <ul style="list-style-type: none"> ▪ Implements a clear, progressive, consistent, and fair student discipline system offering positive reinforcement and appropriate consequences for misconduct ▪ Trains staff to effectively implement the discipline and rewards systems ▪ Systemically reviews data to identify strengths and weaknesses and to implement appropriate interventions ▪ Provides students with opportunities to develop as leaders and citizens
			PLANS FOR PERSONAL LEADERSHIP DEVELOPMENT <ul style="list-style-type: none"> ▪ Sets the highest standards for his/herself as a leader ▪ Reflects on personal performance with the intent to continuously improve ▪ Actively seeks to develop new leadership skills and to learn from other GD leaders ▪ Demonstrates openness to coaching and feedback from all stakeholders
			PLANS FOR SUCCESS <ul style="list-style-type: none"> ▪ Creates processes to achieve high performance in an entrepreneurial environment ▪ Anticipates obstacles and engages in short and long-term planning to minimize emergencies ▪ Recognizes early signs of problems and creates plans for resolution ▪ Follows through diligently with plans and promises
			AVERAGE: PROBLEM-SOLVING

Green Dot Public Schools: Leader Competencies Rubric

COMMUNITY LEADERSHIP: Using the rating guide below, please rank performance for the following statements:

- 1 = DOES NOT MEET EXPECTATIONS
- 2 = PARTIALLY MEETS EXPECTATIONS
- 3 = MEETS EXPECTATIONS
- 4 = EXCEEDS EXPECTATIONS

Self	Supervisor	Stakeholder	Performance Indicator
			<p>CULTIVATES THE SCHOOL’S MISSION, VISION & CORE VALUES</p> <ul style="list-style-type: none"> ▪ Deeply understands, embraces, and consistently acts in ways that are aligned with the Green Dot mission, vision and core values ▪ Understands, embraces, and continuously works to improve Green Dot expectations for personal and team performance ▪ Creates and executes timely, robust, and flexible action plans that respond to school data and align with the school’s mission ▪ Makes decisions with the Green Dot mission and core values in mind
			<p>ENGAGES PARENTS IN THEIR STUDENTS’ SCHOOL EXPERIENCE</p> <ul style="list-style-type: none"> ▪ Uses a variety of media to communicate with parents about events, opportunities for involvement, school goals, etc. ▪ Uses consistent systems of parent accountability for service hours, student discipline, and student achievement ▪ Uses the school site governance committee to solve issues with the school community ▪ Establishes systems and protocols for garnering ongoing feedback from parents and makes adjustments as needed
			<p>BUILDS EFFECTIVE COMMUNITY PARTNERSHIPS AND EXTERNAL RELATIONS</p> <ul style="list-style-type: none"> ▪ Develops strong working relationships with local businesses, churches, and community groups ▪ Nurtures Green Dot’s reputation in the community ▪ Actively seeks to understand the needs of the local community and works to tailor programs to the needs of students ▪ Works with community partners (police, neighborhood councils, etc.) to maintain safe and secure environment at all schools.
			<p>PROMOTES A POSITIVE SCHOOL CULTURE</p> <ul style="list-style-type: none"> ▪ Promotes a feeling of community on campus ▪ Promotes a safe and civil school culture ▪ Provides ample opportunities for students to get involved in a variety of extracurricular activities (sports, clubs, etc.) ▪ Creates an environment in which diversity is respected
			<p>IS CUSTOMER-SERVICE ORIENTED</p> <ul style="list-style-type: none"> ▪ Consistently responds to parents, student, staff requests and home office in a timely and appropriate manner ▪ Deeply understands needs of stakeholders, uses s feedback to plan for improvement, and finds ways to increase stakeholder satisfaction at the school ▪ Establishes effective relationships with Green Dot home office staff, sponsoring district, and community groups
			AVERAGE: COMMUNITY LEADERSHIP

Green Dot Public

An Outline of Teacher and Leader Evaluation

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What is TCRP, or The College-Ready Promise?

The College-Ready Promise (TCRP) is a coalition of four Charter Management Organizations (CMOs) that operate public charter schools serving primarily low-income and minority students in Los Angeles, Oakland, Sacramento, East Palo Alto, Stockton & Modesto. This partnership represents an unprecedented level of collaboration across organizations that have a deep commitment to college readiness for all students. The coalition includes the **Green Dot Public Schools , Alliance College-Ready Public Schools, Aspire Public Schools, and Partnerships to Uplift Communities**. These organizations currently serve more than 35,000 students in 93 public schools statewide.

TCRP coalition schools are implementing a teacher development and evaluation system that:

- Sets clear expectations for teachers by using a research-based framework for effective teaching
- Develops effective teachers through timely, targeted support and professional development
- Determines effectiveness through transparent multidimensional measures
- Invests in effective school-site instructional leadership focused on teacher effectiveness
- Recognizes and rewards effective teaching

How are Green Dot and TCRP Aligned?

At Green Dot, we know that effective teaching is at the heart of education. Our nation's definition of a successful teacher has historically been defined by the ability to advance a child a single grade level in a year. However, when working with at-risk youth, many with special needs and severe credit deficiency, such a definition isn't adequate. Many of our students must advance several grade levels in a year if they are to graduate on time. Even more dramatic intervention is required for them to gain acceptance to college and succeed once enrolled. Although over 40% of graduating students are attending 4-year colleges, many struggle with the more rigorous coursework at the college level. Consequently, we strive to provide the support our teachers require to prepare the largest number of students to thrive in college, without the need for remediation. Our current estimate is that only 5-10% of students meet such a standard of college readiness. Turning around such a crisis in our education system requires hard work and very specific skills from a teacher. A meaningful and effective professional development program must train, support and encourage teachers. It should reward those professionals able to rise to the challenge.

- **An unwavering belief in all students' potential**
- **Passion for excellence**
- **Personal responsibility**
- **Respect for others and the community**
- **All stakeholders are critical in the education process**

The following pages explain the components of Green Dot's Teacher Development and Evaluation System and Administrator Evaluation System in detail.

The Green Dot Teacher Development and Evaluation System

Overview

The Green Dot Teacher Development and Evaluation System is designed to ensure that every Green Dot student is taught by highly effective teachers and graduates from high school ready for success in college and beyond. The section that follows describes in detail each component of the Teacher Development and Evaluation System, and how these components will benefit teacher professional growth and ultimately increase student achievement. In order to achieve these goals, the Green Dot Teacher Development and Evaluation System incorporates the following critical components: teacher classroom practice, student, family, peer, and supervisor surveys, and student academic growth.

The College-Ready Teaching Framework

TCRP's Teacher Development and Evaluation system provides a research-based framework for effective teaching: By creating a common definition and criteria for effective classroom teaching, we are building clear expectations for all Green Dot teachers and a shared vision of excellence.

Five College-Ready Teaching Domains

At the heart of the Green Dot Teacher Development and Evaluation System is the *College-Ready Teaching Framework (CRTF)* - a rubric that defines the core competencies expected of all Green Dot teachers. *The College-Ready Teaching Framework*, which can be found in its entirety in the Appendix, is comprised of five domains. The domains were derived from Charlotte Danielson's research-based *Framework for Teaching*, and adapted to align to the core values of all the collaborating charter management organizations. The College-Ready Teaching Framework is the common language guiding teacher professional development, evaluation, and collaboration. It is a statement of expectation for teacher effectiveness.

**Data-Driven Planning and
Assessing Student
Learning**

**The Classroom
Learning Environment**

Instruction

**Developing
Professional Practice**

**Developing Partnerships
with Family and
Community**

Each domain has several “standards,” and each standard has several “indicators.” These are descriptors of practice that we believe are indicators of great teaching.

Domain Measurement

Green Dot will use multiple measures, including classroom observations, student, family, and peer feedback and students’ academic growth to determine a teacher’s rating for each domain. Each of the measures were revised significantly based on feedback from the pilots. All of the measures will continue to be refined based on feedback during the 2011-2012 school year.

For example, Mrs. Awesome’s domain 1 ratings will come from her lesson plan design and pre-conference reflection. Mr. Great’s domain 3 ratings will come from his classroom observation and student surveys.

	Lesson plan & Pre-conference	Classroom Observations	Reflection & Post-conference	Student Feedback	Family Feedback (school-wide)	Peer/ Supervisor Feedback
1. Data Driven Planning & Assessment						
2. Classroom Learning Environment						
3. Instruction						
4. Professional Responsibilities						
5. Partnerships, Family and Community						

* Proposed teacher evaluation proportions.

Four Levels of Performance

Each indicator in the CRT Framework is further defined by descriptions of evidence that determine performance on a scale of I (lowest) to IV (highest). Teacher practice on each indicator is charted on a continuum from least to most effective, allowing teachers to benchmark their practice on each indicator, and understand what would be required to progress to the next level of effectiveness. Across all indicators, the characteristics of performance are consistent at each level, as follows:

The teacher fails to effectively demonstrate the specific indicator and student learning is negatively impacted.

The teacher is inconsistent or only partially successful in demonstrating the specific indicator, student learning is not maximized.

Proficient Teaching Practice

The teacher is consistent in demonstrating the specific indicator; student learning is improved.

The teacher is consistent in demonstrating the specific indicator and has created a classroom where students share in this responsibility; student learning is maximized.

At Green Dot, we know that teachers aren't defined by a number. When evidence is collected during a teacher's classroom observation, a snapshot is taken of their performance, and their score represents this moment in time. We expect that in subsequent observations, a teacher's scores will improve because of the significant supports we have in place.

Prior research has shown that for all students, regardless of their background or prior performance, students spending a year with a teacher performing at Level III make the anticipated annual gains; teachers performing at Level IV help their students surpass those expected gains. We find it imperative that all teachers move up the CRTF as fast as possible because students spending a year with a teacher performing mostly below level 3 can lead to *reductions* in their learning gains from one year to the next. By year five, we aim to have 30% of Green Dot teachers assessed as highly effective (mostly level 3 and 4 teaching). By year ten, we aim to have 60% of Green Dot teachers assessed as highly effective.

Moving toward Mostly Level III and Level IV teaching

There are many resources and systems available to assist teachers in improving their skills. Many of these supports can be accessed through Bloom Board including on-demand, online content aligned to the College-Ready Teaching Framework. Additionally, teachers and site administrators will be supported with resources including development of teacher leaders (Teacher Leader Academy members, Teacher Leader Facilitators, Animo Data Fellows, and Demonstration Classroom Teachers), curriculum and instructional leadership from literacy and math curriculum specialists, our two Teacher Effectiveness Supports Specialists, and our Framework Implementation Coordinator tasked with providing specific supports to administrators.

Growth opportunities are aligned to individual teacher needs which have been identified through reliable and robust assessments of teacher performance. In developing specific teacher supports, Green Dot adheres to the following principles:

- The most effective teacher supports are individualized, aligned to teacher performance, job-embedded and frequent.
- Teacher supports are only deemed effective when they can be linked to increases in teaching ability and improved performance.
- Effective teacher supports inspire teachers to stay in the profession, and lead to better long-term sustainability and retention.
- The Portal provides frequent and actionable feedback to teachers in a supportive environment in order to drive growth.
- Regional and national CMOs will collaborate more effectively on the sharing and dissemination of best practices.

In addition to the principles outlined above, Green Dot has designed teacher supports that place an emphasis on collaboration and practicality. The supports provided to all teachers will be:

- **Reflective** – Effective teacher supports provide the opportunity for teachers to collaborate, discuss, and reflect to solve problems and support each other and improve their teaching
- **Integrated** – Effective teacher supports are job embedded and integrated into the daily activities of a teacher; sufficient time and follow up support must be provided for teachers to apply new learning in their classroom, receive feedback, and support in order to constantly improve their practice
- **Practical** – Effective teacher supports will train teachers with practical solutions to address the diverse and challenging needs of our students
- **Proven** – Effective teacher supports will be driven by quantitative and qualitative data which will be used to select and evaluate supports linked directly to increased student achievement and improved teacher performance.

Reaching performance of Level III and Level IV will require teachers to be persistent in their self-improvement efforts. Although Green Dot is committed to providing robust and differentiated supports for improvement, it is a teacher's individual responsibility to access supports, practice relentlessly and improve their practice.

Data-Driven On-Demand Learning & Bloom Board

One of the biggest priorities of the Teacher Development and Evaluation System is to ensure that teachers receive appropriate, differentiated support and professional development and that support is tied to real, reliable and robust evaluations of performance and need.

Green Dot's Education and Technology teams have partnered with a company called Bloom Board . Bloom Board provides an aligned support system for teachers, coaches and

administrators. In Bloom Board, administrators can manage teacher observations by collecting evidence and artifacts, and rate classroom practice. Using that data, teachers and administrators can set goals and determine “*target indicators*” that a teacher will focus on for a specified period of time, making the College-Ready Teaching Framework manageable in bite-sized, progressive pieces. Finally, once target indicators have been identified, teachers can use Bloom Board to access a variety of high-quality, targeted supports. It is hoped that in the future, teachers and coaches or teams of teachers can work within Bloom Board together on professional growth activities, further expanding its use.

Bloom Board is designed to extend the teacher supports that we know already work at Green Dot and other coalition CMOs. Bloom Board is where teachers go to 1) figure out where they are in the evaluation cycle, 2) set targeted goals, 3) observe best practices, and 4) see how they have improved.

Stakeholder
Feedback,
20%

Classroom
Observations,
40%

Student
Growth, 40%

Multiple measures of a Teacher’s Effectiveness

Green Dot’s Teacher Development and Evaluation System provides evaluation of and actionable feedback on performance: A collaborative, thorough, and evidence-based evaluation process will ensure that teachers are

fully engaged in their own development, have the knowledge and tools to identify and strengthen growth areas, and have opportunities for recognition, reward and increased responsibility.

The Teacher Development and Evaluation System creates an effectiveness score for teachers and identifies areas of support by combining the following components.

The Three basic components of a teacher’s evaluation are as follows:

- The results of research-based classroom observation
- Feedback from students, families & peers
- Measurements of student growth

The key to The Teacher Development and Evaluation System is the use of multiple measures of effectiveness, all aligned to a new College-Ready Teaching Framework. Student growth, classroom observation and stakeholder feedback provide several data points which teachers

and their administrators can use to identify areas of strength and areas in need of development. We expect the multiple measures to be aligned, but not completely correlated, since each measure tells a different part of the complex story of teaching. If the measures were all exactly correlated, we wouldn't need multiple measures to help explain a teacher's practice, inform their development and celebrate their achievements.

During the 2011-2012 pilot year, Green Dot collected data for all measures of effectiveness described above. We have learned much from this data and look forward to learning more as more data comes in.

Teachers are not all equal, neither are their evaluations.

Teacher effectiveness ratings will be calculated using different weight-factors, depending on their course and the number of students they teach who take a CST for their course.

Teachers Teaching Non-CST Tested Subjects (Group 1 teachers)

Because these classes do not have assessments built for them, there is no student-growth data available that is attributable to the teachers of these classes. Therefore, these teachers' student growth measure will be composed of a school-level growth measure.

- 55%: Classroom observation
- 25%: School-level SGP
- 10%: Student surveys
- 5%: 360 surveys
- 5%: Family surveys

Teachers Teaching CST Tested Subjects (Group 2 teachers)

These teachers have individual growth data available for their students. Therefore, their student growth measure can be a combination of individual student growth and school-level student growth.

- 40%: Classroom observation
- 30%: Individual SGP
- 10%: School-level SGP
- 10%: Student surveys
- 5%: 360 surveys
- 5%: Family surveys

Teachers Teaching Special Education classes (Group 3 teachers)

Special education teachers will have a school-level growth component and an individual compliance measure.

- 35%: Classroom observation
- 25%: Compliance
- 20%: School-level SGP
- 10%: Student surveys

5%: 360 surveys
5%: Family surveys

The Classroom Observations

Teacher Evaluation Components

The results of research-based classroom observation (- 40%)

Feedback from students, families & peers (- 20%)

Measurements of student growth (- 40%)

The Green Dot Evaluation and Observation process is a critical component of our efforts to improve effectiveness. The observation process ensures that teachers are thinking and learning about every aspect of the teaching practice and are continuously working to

improve their skills as teachers.

Occurring once in the first semester and once in the second semester, the Formal Observation is composed of three major steps. Through the three stages of the process, teachers and administrators reflect on lesson planning and assessment, classroom environment, and instruction by collecting and analyzing evidence aligned to the framework. For more information and to see black-line masters of the evaluation process documents, see the Appendix.

- Administrator and *teacher* schedule the classroom observation and necessary conference dates.

- *Teacher submits lesson Plan*

- *Teacher Self-rates in Domain 1*
- Administrator rates teacher in Domain 1

- Pre-observation conference

- *Teacher re-submits lesson plan for administrator (if necessary)*

- Classroom Observation

- *Teacher submits student work samples, post-observation reflection.*
- Administrator buckets teacher evidence from domains 2-3, and 4.1

- *Teacher self-rates in Domains 2-3 and 4.1 using bucketed evidence*
- Administrator rates teacher in Domains 2-3 and 4.1.

- Post-Observation Conference

In addition to formal observations, teachers are observed at least twice informally per semester prior to their formal observation. This is an opportunity for teachers to get formative feedback with no official rating.

Observation Calibration and Reliability

At Green Dot, we have created a comprehensive plan to ensure that evaluations are consistent across the district. To accomplish this goal, prior to the start of each school year, all administrators are required to be certified in the observation process. If administrators do not

certify, they will not be permitted to conduct formal observations independently. Any administrator not certified after the first training will be required to attend monthly trainings until they are able to pass the certification. The certification cycle restarts each year and all administrators are required to complete two certifications annually, regardless of their certification status. This helps ensure that administrators across Green Dot are aligned in their evaluation of teachers and builds inter-rater agreement.

In addition, a Framework Implementation Coordinator works with administrators to constantly maintain their calibration to each other, guaranteeing that no matter who is observing a teacher, their ratings can be relied upon.

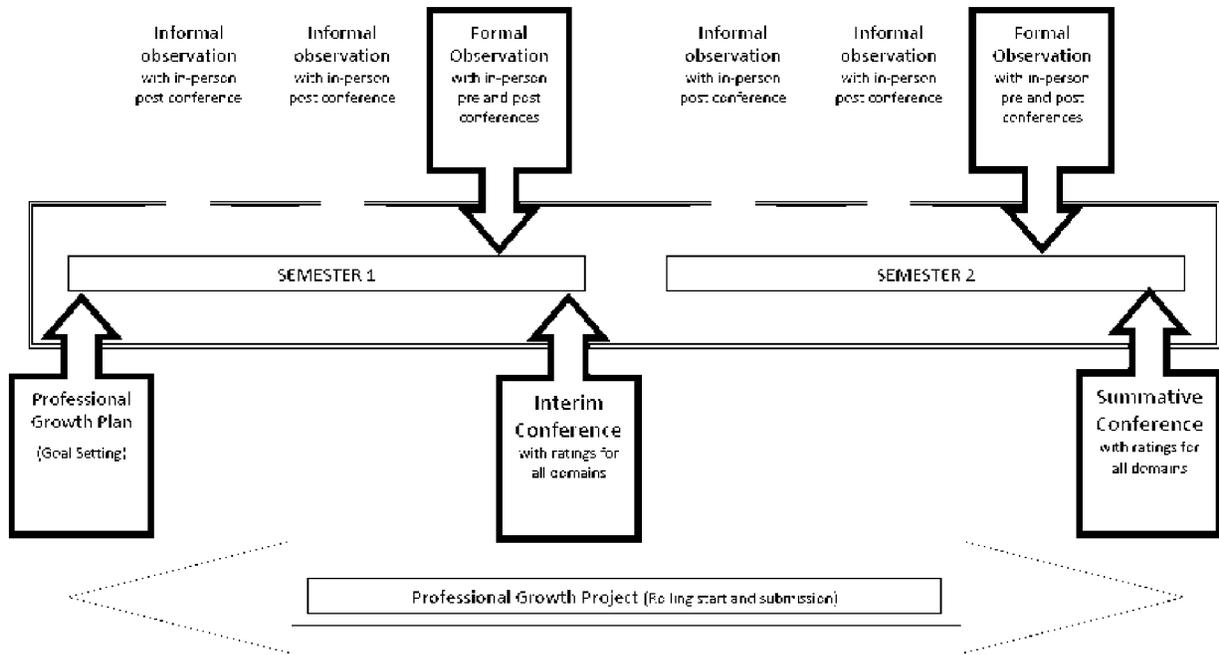
Professional Growth Proposal

In keeping with our goal of having every teacher in Green Dot be highly effective, every teacher will complete a Professional Growth Proposal (PGP) in the first 30 days of each school year. Goals entered into Bloom Board will give the teacher access to supports and resources aligned to these goals. The goals and growth toward them will be addressed during each meeting teachers have with their administrator.

Interim and Summative Conference

Once in the middle and once at the conclusion of each year, each teacher will participate in an Interim and Summative Conference respectively. At these conferences, teachers and administrators will rate the teacher on the CRTF (preliminarily during the interim) in order to identify areas of strength and growth, and to inform progress toward the teacher's set goals.

Yearly Classroom Observation Cycle



Stakeholder Surveys

Teacher Evaluation Components

- The results of research-based classroom observation (40%)
- Feedback from students, families & peers (20%)
- Measurements of student growth (40%)

Student and Family Surveys

Through extensive focus group work, Green Dot has created student feedback surveys which are written at the third through sixth grade-level, allowing them to be understood by nearly all students.

Occurring twice yearly, the student surveys are designed to capture key dimensions of classroom life and teaching practices as students experience them.

Family surveys are given once yearly and ask families to reflect on the quality of the partnership that exists between school and home. It is a school-level measure.

360-degree Surveys

Most Green Dot teachers wear many hats and carry more responsibility than their classroom duties. In the new CRTF, they have the ability to be recognized for these efforts through the 360-degree survey. Each Green Dot teacher will answer questions addressing his/her peers' competency in the indicators of domain 4.2 – Collaboration and 4.3 – Green Dot Core Values. Each teacher will anonymously rate two-three grade level peers and two-three department peers in a survey correlated to these standards. In addition, each teacher will be evaluated on these same indicators by his/her administrator. Each teacher will assess him/herself on the survey as well.

Student Growth

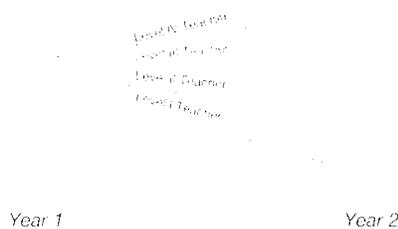
Teacher Evaluation Components

- The results of research-based classroom observation (~ 40%)
- Feedback from students, families & peers (~ 20%)
- Measurements of student growth (~ 40%)

It's impossible to get a true measure of a teacher's effectiveness without considering the growth in achievement of the students in his or her classroom.

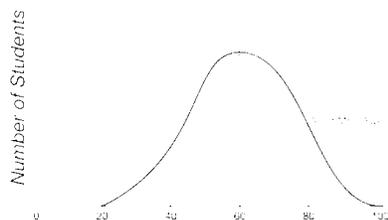
Green Dot chose to use Student Growth Percentiles (SGP) as the way to measure the growth of

student achievement and as one of the ways of gauging a teacher's impact on each student's academic growth from year to year. SGP is a regression that estimates how different each student's achievement growth is in the current year from the expected growth for all students with similar starting points in the previous year.



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Green Dot, with the other TCRP CMOs will measure growth for *an individual student* by comparing the change in his/her CST performance to all other students in TCRP and LAUSD who had the same CST achievement results in previous years (the student's "academic peers"). This change will be reported as a Student Growth Percentile (SGP) from 1 to 99. Higher student growth percentiles indicate more growth.



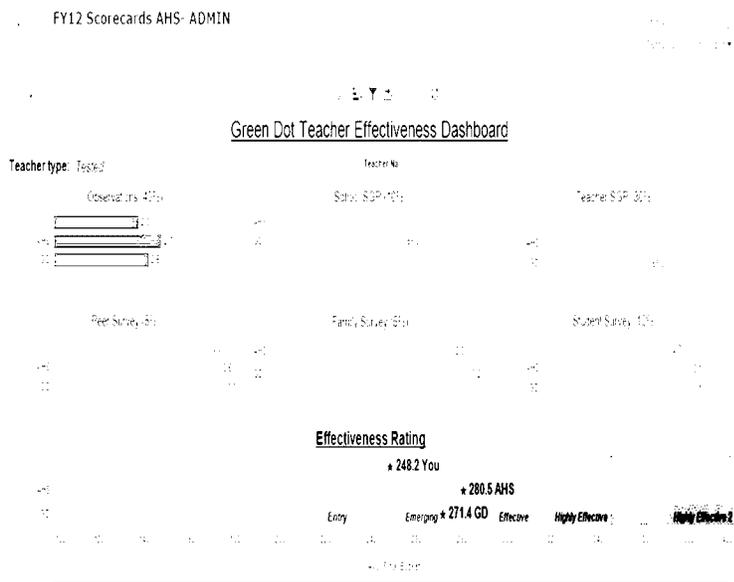
60

For example, one could say a student with a growth percentile score of 60 performed better than 60 percent of students who had a similar starting point as measured by their prior year's achievement on the CST. A growth percentile for a teacher is the median growth percentile for all the students in his or her particular class. Finally, a growth percentile

for a school is the median growth percentile of all the students in the school.

During the Pilot year, SGP data will be gathered for analysis only, and will not impact a teacher’s evaluation.

The Dashboard



All teachers receive a dashboard through their online Tableau interface similar to the one below. The dashboard displays all measures of effectiveness on one screen, then displays an aggregate effectiveness rating using the appropriate weightings previously discussed. When Green Dot’s data systems come fully online, this dashboard will update live daily as new data is available, the teacher’s effectiveness ratings will change.

The Green Dot Career Path is broken into five levels, each level requiring a higher effectiveness rating for entry. These levels appear in the table below.

Effectiveness Rating	Career Path Level
101-229	Entry
230-269	Emerging
270-309	Effective
310-344	Highly Effective 1
345-400	Highly Effective 2

A two-stage approach

Teachers in Green Dot have voted to begin a two-year ramp-up plan toward performance-based compensation.

Bonus-based performance-based compensation

Beginning in 2012-2013, teachers will earn bonuses in addition to their step & column salary based on their overall effectiveness rating and thus their career path level. Teachers are eligible for a bonus if after the 2012-2013 data, they are in the “effective”, “Highly Effective 1”, or “Highly Effective 2” performance bands. After the 2013-2014 school year bonuses will be given again.

Full Performance-based compensation

Over the next two years, Green Dot will work toward the development of a full performance-based compensation system which will replace the step and column salary table.

Starting with the 2012-2013 school year, the new Leadership evaluation will be implemented as a pilot.

Administrator Evaluations are composed of multiple-measures as well

School leaders are assessed on the following measures:

- Leadership Performance (40%)
 - Leader Competencies (25%)
 - Stakeholder Feedback (5%)
- School-wide Student Achievement (70%)
 - College-readiness (20%)
 - School Level Student Growth (30%)
 - Academic Performance Index (10%)
 - Effective Teachers (10%)

Leader Competencies

The Leader Competencies measure is based on the ISLLC standards. Administrator scores in this section are based on the average of all standards in the rubric.

Stakeholder Feedback

The stakeholder feedback measure is based on the student, family, and staff stakeholder feedback surveys taken throughout the school year.

College-Readiness (High School)

This measure is composed of the following:

- % of 11th graders deemed college-ready by math and ELA EAP
- % of grads accepted to a 4-year university

College-Readiness (Middle School)

This measure is composed of the following:

- % of cohort 8th graders reading at grade level (SRI).
- NWEA RIT growth targets as measured by 2012-2013 results

School Student Growth Percentile

Similar to teacher evaluations, the administrators will also use school-level SGP as a measure of their success.

Academic Performance Index

The API, as calculated by the state of California will make up this measure.

Effective Teachers

The effective teachers measure is based on the percentage of their Highly Effective teachers who the leaders recruit, retain, or promote to leadership positions within the district.

Administrators in Green Dot have four levels of effectiveness. They are:

Effectiveness Rating	Career Path Level
1.0-1.9	Developing
2.0-2.9	Achieving
3.0-3.4	Effective
3.5-4.0	Highly Effective

After the 2012-2013 pilot year for the administrator evaluation, performance-based compensation for administrators will be piloted.

TEACHER
FOCUS
GROUPS

TCRP
ADVISORY
PANEL

AMU/GREEN DOT
EVALUATION
COMMITTEE

GREEN DOT
NEGOTIATING
TEAM

AMU
NEGOTIATING
TEAM

AMU/GD
CONTRACT

Through this focus grouping process, teachers were able to be involved and develop a multiple-measures evaluation and performance-based compensation system which was ratified. This process will remain in place so the system can be fine-tuned and improved over time. It is through this process by which the full performance-based compensation system will be developed.

The Flow of Information Toward the Negotiations Table Starts with Teacher Focus Groups.

1)Teacher Focus Groups provide input to the TCRP Advisory Panel, which (2) provides feedback to the teacher focus groups. 3) Implementation Leads refine focus group and Advisory Panel products, allowing the cycle of input/feedback to continue monthly as groups meet. After each Advisory Panel meeting, general recommendations are made to the AMU/Green Dot Evaluation Committee (4). The AMU/Green Dot Evaluation Committee collaborates to agree upon general policies within the Teacher Development and Evaluation System. The outcomes of the AMU/Green Dot Evaluations Committee inform both the Green Dot Negotiating Team (5a) and the AMU Negotiating Team (5b). These negotiating teams use this information to create recommended contract language that will be taken

to the negotiating table (6). Throughout negotiations, AMU and Green Dot will together combine and modify the language created by both teams to write the AMU/Green Dot Contract (7). Once written, AMU members will vote to ratify the contract in the spring of 2012.

Table 9: Implementation Plan

Teacher Evaluation System							
	Project Implementation Plan	Owner/s	2012-13	2013-14	2014-15	2015-16	2016-17
1	Refine the College Ready Teaching Framework	Ed Team	X	X	X	X	X
2	Pilot a revised observation cycle	Ed Team	X				
3	Refine SGP derivation process (cut scores, prior exams, cohorts)	Knowledge Management	X	X			
4	Finalize the Compliance component of the Special Educator evaluation	Ed Team	X				
5	Rollout refined Teaching Framework, observation cycle, and SGP metrics	Ed Team		X			

Principal Evaluation System							
	Project Implementation Plan	Owner/s	2012-13	2013-14	2014-15	2015-16	2016-17
1	Pilot new Leadership Evaluation System	Ed Team; Human Capital	X				
2	Develop a new rubric for the Leader Competencies measure	Ed Team; Human Capital	X				
3	Rollout finalized Leadership Evaluation System	Ed Team; Human Capital		X			
Counselor Evaluation System							
	Project Implementation Plan	Owner/s	2012-13	2013-14	2014-15	2015-16	2016-17
1	Collaboratively develop a multiple measure counselor evaluation system	Counseling; Ed Team	X				
2	Design 2 nd semester evaluation pilot	Counseling; Ed Team	X				

3	Implement 2 nd semester pilot, including training administrators and soliciting feedback from all participants	Counseling; Ed Team	X				
4	Implement an interim bonus structure tied to performance	Counseling; Finance & Accounting		X	X		
5	Design a full PBCS for counselors	Finance & Accounting	X				
6	Monitor implementation of evaluation system and bonus structure	Counseling; Ed Team		X			
7	Transition to full PBCS	Counseling; Ed Team				X	
Performance Based Compensation System/Salary Structures							
	Project Implementation Plan	Owner/s	2012-13	2013-14	2014-15	2015-16	2016-17
1	Implement teacher performance bonuses across	Finance & Accounting; Knowledge Management	X	X			

	all schools						
2	Develop a performance-based salary structure for teachers	Ed Team; Finance & Accounting	X	X			
3	Develop a performance-based salary structure for principals	Ed Team; Finance & Accounting	X				
4	Develop a performance-based salary structure for counselors	Counseling; Finance & Accounting		X			
5	Provisional placement on new PBCS salary structure (teachers)	Ed Team; Knowledge Management			X		
6	Provisional placement on new PBCS salary structure (principals)	Human Capital; Knowledge Management		X			
7	Provisional placement on new PBCS salary structure	Counseling; Knowledge Management			X		

	(counselors)						
8	Implement full PBCS system-wide	Ed Team			X	X	X
9	90% of teachers on full PBCS	Finance & Accounting; Knowledge Management					X
10	100% of principals on full PBCS	Finance & Accounting; Knowledge Management		X			
11	100% of counselors on full PBCS	Finance & Accounting; Knowledge Management				X	
Educator Professional Development							
	Project Implementation Plan	Owner/s	2012-13	2013-14	2014-15	2015-16	2016-17
1	Build out differentiated PD materials to support teacher evaluation system and PBCS	Ed Team	X	X	X	X	X
2	Build out differentiated PD	Ed Team	X	X	X	X	X

	materials to support leadership evaluation system and PBCS						
3	Develop PD materials to support counselor evaluation system and PBCS	Counseling	X	X	X	X	X
5	Research impact of PD on teacher, principal, and counselor effectiveness and optimize content over time	Knowledge Management				X	X
6	Expand the Teacher Leader Development Pipeline to increase school-site supports	Ed Team	X	X	X	X	X
7	Expand school-site supports for principals	Ed Team		X	X	X	X
Grant Management							
	Project Implementation Plan	Owner/s	2012-13	2013-14	2014-15	2015-16	2016-17

1	Attend TIF Trainings and Meetings	Ed Team; Knowledge Management	X	X	X	X	X
2	Submit Annual Reports	Ed Team; Finance & Accounting; Knowledge Management;		X	X	X	X
3	Submit Final Report	Ed Team; Finance & Accounting; Knowledge Management					X

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

TIF Grant Budget Narrative

(reference ED Form 524, Section A)

Year One (2012-13)

Personnel

The following personnel will all be hired and/or compensated as employees of the project

CAREER LADDER POSITIONS FOR EFFECTIVE TEACHERS

There are 501 teacher positions in all the schools identified under Requirement 3(a) in Year One. The allowable ratio of 1 FTE career ladder position for every 12 non-career ladder teaching positions permits up to 39 FTEs (or equivalent) to hold career ladder positions (with 462 teachers in non-career ladder positions).

Teacher Leader Facilitators (21) <i>Equivalent to 1.05 FTEs</i>	Teachers	Stipend	Total
	21	\$3,500	\$73,500

21 effective teachers will serve as Teacher Leader Facilitators, creating professional development for teachers within their content areas, for 5% of their time (21 x 0.05 = 1.05 FTEs). Each teacher will earn \$3,500 per year.

Teacher Leader Academy (3) <i>Equivalent to 0.15 FTEs</i>	Teachers	Stipend	Total
	3	\$5,000	\$15,000

3 effective teachers will serve as Teacher Leader Academy Members, providing instructional coaching for teachers at their school sites, for 5% of their time (3 x 0.05 = 0.15 FTEs). Each teacher will earn \$5,000 per year.

SY14 Teacher Leader Sabbaticals (1)	Teachers	Salary	% of Year	Total
	1	\$76,500	18.182%	\$13,909

In the last quarter of Year One, 1 effective teacher will begin a sabbatical to dedicate their time to mentoring teachers in best classroom practices. This full-time career ladder position is budgeted at \$76,500 salary per year.

Under Green Dot's payroll schedule, 18.182% of this salary will be paid in the quarter falling in Year One.

COUNSELORS

Director of Counseling (1)	FTE	Base Salary	Total
Janneth Johnson will be responsible for overseeing the development of a Counselor Evaluation System and associated PBCS.	0.15 (or 15%)	\$100,000	\$15,000

Focus Groups	Sessions	Counselors	Stipend	Total
Focus groups of 8 counselors each paid a \$64 stipend, to help develop a Counselor Evaluation System and associated PBCS.	9	8 per session	\$64 per counselor	\$4,608
Transformation Professional Development	Counselors	Hours	Stipend	Total
12 hours of professional development for 15 counselors, each paid a stipend of \$32 per hour, to receive training in student outreach strategies.	15	12	\$32 per hour	\$5,760
New Counselor Professional Development	Counselors	Hours	Stipend	Total
12 hours of professional development for 13 new counselors, each paid a stipend of \$32 per hour, to receive training in the Green Dot model of student outreach.	13	12	\$32 per hour	\$4,992

PROJECT MANAGEMENT AND COMPLIANCE

Project Compliance Manager (1)	FTE	Base Salary	Total
A Project Compliance Officer will be hired to oversee all compliance and reporting requirements associated with the TIF award.	1.0 (or 100%)	\$60,218	\$60,218

Year One Personnel Total **\$192,987**

Fringe Benefits

Fringe benefits include payments for California State Teachers' Retirement System (STRS), Social Security, workers' compensation insurance, and health benefits.

Green Dot uses a rate of 25% of base compensation to estimate fringe benefits.

	Base Compensation	Fringe Rate	Total
Teacher Leader Facilitators	\$73,500	25%	\$18,375
See cost justification under Personnel above.			
Teacher Leader Academy	\$15,000	25%	\$3,750
See cost justification under Personnel above.			
SY14 Teacher Leader Sabbaticals	\$13,909	25%	\$3,477
See cost justification under Personnel above.			
Director of Counseling	(b)(4)		
See cost justification under Personnel above.			
Focus Groups	\$4,608	25%	\$1,152
See cost justification under Personnel above.			

Transformation Professional Development	\$5,760	25%	\$1,440
See cost justification under Personnel above.			
New Counselor Professional Development	\$4,992	25%	\$1,248
See cost justification under Personnel above.			
Project Compliance Manager	\$60,218	25%	\$15,055
See cost justification under Personnel above.			

Year One Fringe Benefits Total \$48,247

Travel

Travel expenditures include, for each traveler, average round-trip airfare of \$400 per ticket, hotel rooms at \$150 per night, local transportation of \$25 per day, and per diem of \$40 per day.

TEACHER INCENTIVE FUND GRANTEE MEETING

Location and date TBD. Will be attended by Project Manager and two other project representatives.

Airfare		Tickets	Rate	Total
		3	\$400	\$1,200
Hotel	Rooms	Nights	Rate	Total
	3	2	\$150	\$900
Local Transportation	Travelers	Days	Rate	Total
	3	2	\$25	\$150
Per Diem	Travelers	Days	Rate	Total
	3	2	\$40	\$240

TEACHER INCENTIVE FUND TOPICAL MEETING

Location and date TBD. Will be attended by Project Manager and one other project representative.

Airfare		Tickets	Rate	Total
		2	\$400	\$800
Hotel	Rooms	Nights	Rate	Total
	2	2	\$150	\$600
Local Transportation	Travelers	Days	Rate	Total
	2	2	\$25	\$100
Per Diem	Travelers	Days	Rate	Total
	2	2	\$40	\$160

Year One Travel Total **\$4,150**

Equipment

No equipment will be purchased with TIF funds.

Year One Equipment Total **\$0**

Supplies

No supplies will be purchased with TIF funds.

Year One Supplies Total **\$0**

Contractual

External Evaluator

Timing of Costs **Total**

Green Dot plans to contract with an external evaluator to conduct the local evaluation using both qualitative and quantitative data analysis.

Quarterly \$100,000

Green Dot expects to receive quarterly evaluation reports and surveys from the new contractor.

Year One Contractual Total **\$100,000**

Construction

No construction will be funded with TIF funds.

Year One Construction Total **\$0**

Other

No other items will be funded with TIF funds.

Year One Other Total **\$0**

Year One Total **\$345,387**

Year Two (2013-14)

Personnel

The following personnel will all be hired and/or compensated as employees of the project

PERFORMANCE-BASED COMPENSATION FOR EFFECTIVE TEACHERS AND ADMINISTRATORS

Effective Teachers (346)	Teachers	Av. PBC	TIF Request	Total
346 teachers rated “Effective” and above will receive performance-based compensation in the form of a higher salary in the following year.	346	\$2,089	100%	\$722,676

Green Dot is requesting TIF funds to cover a percentage of the PBC that falls within the third federal fiscal year.

Effective Principals (11)	Principals	Bonus	Total
11 principals rated “Effective” and above will receive performance-based bonuses in two tiers: \$3,500 per year for those rated Tier I “Effective” and \$7,000 per year for those rated Tier II “Highly Effective”.	Tier 1: 6	\$3,500	\$21,000
	Tier 2: 5	\$7,000	\$35,000
	Total: 11		\$56,000

Effective Assistant Principals (APs) (18)	APs	Bonus	Total
18 assistant principals rated “Effective” and above will receive performance-based bonuses of \$4,750 per year.	18	\$4,750	\$85,500

CAREER LADDER POSITIONS FOR EFFECTIVE TEACHERS

There are 520 teacher positions in all the schools identified under Requirement 3(a) in Year Two. The allowable ratio of 1 FTE career ladder position for every 12 non-career ladder teaching positions permits up to 40 FTEs (or equivalent) to hold career ladder positions (with 480 teachers in non-career ladder positions).

Teacher Leader Facilitators (24)	Teachers	Stipend	Total
<i>Equivalent to 1.2 FTEs</i>	24	\$3,500	\$84,000

24 effective teachers will serve as Teacher Leader Facilitators, creating professional development for teachers within their content areas, for 5% of their time (24 x 0.05 = 1.2 FTEs). Each teacher will earn \$3,500 per year.

Teacher Leader Academy (3)
Equivalent to 0.15 FTEs

Teachers	Stipend	Total
3	\$5,000	\$15,000

3 effective teachers will serve as Teacher Leader Academy Members, providing instructional coaching for teachers at their school sites, for 5% of their time (3 x 0.05 = 0.15 FTEs). Each teacher will earn \$5,000 per year.

SY14 Teacher Leader Sabbaticals (1)

Teachers	Salary	% of Year	Total
1	\$76,500	81.818%	\$62,591

In the first three quarters of Year Two, 1 effective teacher will begin a sabbatical to dedicate their time to mentoring teachers in best classroom practices. This full-time career ladder position is budgeted at \$76,500 salary per year.

Under Green Dot's payroll schedule, 81.818% of this salary will be paid in the three quarters falling in Year Two.

SY15 Teacher Leader Sabbaticals (2)

Teachers	Salary	% of Year	Total
2	\$78,030	18.182%	\$28,375

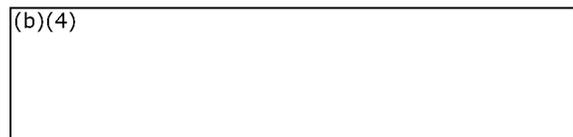
In the last quarter of Year Two, 2 effective teachers will begin a sabbatical to dedicate their time to mentoring teachers in best classroom practices. This full-time career ladder position is budgeted at \$78,030 salary per year (2% cost of living adjustment applied from prior year).

Under Green Dot's payroll schedule, 18.182% of this salary will be paid in the quarter falling in Year Two.

COUNSELORS

Director of Counseling (1)

Janneth Johnson will be responsible for overseeing the development of a Counselor Evaluation System and associated PBCS.



Focus Groups

Sessions	Counselors	Stipend	Total
2	8 per session	\$64 per counselor	\$1,024

Focus groups of 8 counselors each paid a \$64 stipend, to help develop a Counselor Evaluation System and associated PBCS.

Transformation Professional Development

Counselors	Hours	Stipend	Total
15	12	\$32 per hour	\$5,760

12 hours of professional development for 15 counselors, each paid a stipend of \$32 per hour, to receive tailored training based on evaluation.

New Counselor Professional Development	Counselors	Hours	Stipend	Total
12 hours of professional development for 5 new counselors, each paid a stipend of \$32 per hour, to receive training in the Green Dot model of student outreach.	5	12	\$32 per hour	\$1,920

PROJECT MANAGEMENT AND COMPLIANCE

Project Compliance Manager (1)	FTE	Base Salary	Total
A Project Compliance Officer will be hired to oversee all compliance and reporting requirements associated with the TIF award.	1.0 (or 100%)	\$61,423	\$61,423

Year Two Personnel Total \$1,139,268

Fringe Benefits

Fringe benefits include payments for California State Teachers' Retirement System (STRS), Social Security, workers' compensation insurance, and health benefits.

Green Dot uses a rate of 25% of base compensation to estimate fringe benefits.

	Base Compensation	Fringe Rate	Total
Effective Teachers	\$722,676	25%	\$180,669
See cost justification under Personnel above.			
Effective Principals	\$56,000	25%	\$14,000
See cost justification under Personnel above.			
Effective Assistant Principals	\$85,500	25%	\$21,375
See cost justification under Personnel above.			
Teacher Leader Facilitators	\$84,000	25%	\$21,000
See cost justification under Personnel above.			
Teacher Leader Academy	\$15,000	25%	\$3,750
See cost justification under Personnel above.			
SY14 Teacher Leader Sabbaticals	\$62,591	25%	\$15,648
See cost justification under Personnel above.			
SY15 Teacher Leader Sabbaticals	\$28,375	25%	\$7,094
See cost justification under Personnel above.			
Director of Counseling	\$15,000	25%	\$3,750
See cost justification under Personnel above.			

Focus Groups	\$1,024	25%	\$256
See cost justification under Personnel above.			
Transformation Professional Development	\$5,760	25%	\$1,440
See cost justification under Personnel above.			
New Counselor Professional Development	\$1,920	25%	\$480
See cost justification under Personnel above.			
Project Compliance Manager	\$61,423	25%	\$15,356
See cost justification under Personnel above.			

Year Two Fringe Benefits Total \$284,817

Travel

Travel expenditures include, for each traveler, average round-trip airfare of \$400 per ticket, hotel rooms at \$150 per night, local transportation of \$25 per day, and per diem of \$40 per day.

TEACHER INCENTIVE FUND GRANTEE MEETING

Location and date TBD. Will be attended by Project Manager and two other project representatives.

Airfare		Tickets	Rate	Total
		3	\$400	\$1,200
Hotel	Rooms	Nights	Rate	Total
	3	2	\$150	\$900
Local Transportation	Travelers	Days	Rate	Total
	3	2	\$25	\$150
Per Diem	Travelers	Days	Rate	Total
	3	2	\$40	\$240

TEACHER INCENTIVE FUND TOPICAL MEETING

Location and date TBD. Will be attended by Project Manager and one other project representative.

Airfare		Tickets	Rate	Total
		2	\$400	\$800
Hotel	Rooms	Nights	Rate	Total
	2	2	\$150	\$600
Local Transportation	Travelers	Days	Rate	Total
	2	2	\$25	\$100

Per Diem	Travelers	Days	Rate	Total
	2	2	\$40	\$160
Year Two Travel Total				\$4,150

Equipment

No equipment will be purchased with TIF funds.

Year Two Equipment Total **\$0**

Supplies

No supplies will be purchased with TIF funds.

Year Two Supplies Total **\$0**

Contractual

External Evaluator

Green Dot plans to contract with an external evaluator to conduct the local evaluation using both qualitative and quantitative data analysis.

Green Dot expects to receive quarterly evaluation reports and surveys from the new contractor.

Timing of Costs	Total
Quarterly	\$100,000

Year Two Contractual Total **\$100,000**

Construction

No construction will be funded with TIF funds.

Year Two Construction Total **\$0**

Other

No other items will be funded with TIF funds.

Year Two Other Total **\$0**

Year Two Total **\$1,528,235**

Year Three (2014-15)

Personnel

The following personnel will all be hired and/or compensated as employees of the project

PERFORMANCE-BASED COMPENSATION FOR EFFECTIVE TEACHERS AND ADMINISTRATORS

Effective Teachers (393)	Teachers	Av. PBC	TIF Request	Total
393 teachers rated “Effective” and above will receive performance-based compensation in the form of a higher salary in the following year.	393	\$10,547	70%	\$2,901,358

Green Dot is requesting TIF funds to cover a percentage of this PBC, which will decline from Years 2 to 5.

Effective Principals (11)	Principals	Bonus	Total
11 principals rated “Effective” and above will receive performance-based bonuses in two tiers: \$3,500 per year for those rated Tier I “Effective” and \$7,000 per year for those rated Tier II “Highly Effective”.	Tier 1: 6	\$3,500	\$21,000
	Tier 2: 5	\$7,000	\$35,000
	Total: 11		\$56,000

Effective Assistant Principals (APs) (20)	APs	Bonus	Total
20 assistant principals rated “Effective” and above will receive performance-based bonuses of \$4,750 per year.	20	\$4,750	\$95,000

CAREER LADDER POSITIONS FOR EFFECTIVE TEACHERS

There are 519 teacher positions in all the schools identified under Requirement 3(a) in Year Three. The allowable ratio of 1 FTE career ladder position for every 12 non-career ladder teaching positions permits up to 40 FTEs (or equivalent) to hold career ladder positions (with 479 teachers in non-career ladder positions).

Teacher Leader Facilitators (26)	Teachers	Stipend	Total
<i>Equivalent to 1.3 FTEs</i>	26	\$3,500	\$91,000

26 effective teachers will serve as Teacher Leader Facilitators, creating professional development for teachers within their content areas, for 5% of their time (26 x 0.05 = 1.3 FTEs). Each teacher will earn \$3,500 per year.

Teacher Leader Academy (3)
Equivalent to 0.15 FTEs

Teachers	Stipend	Total
3	\$5,000	\$15,000

3 effective teachers will serve as Teacher Leader Academy Members, providing instructional coaching for teachers at their school sites, for 5% of their time (3 x 0.05 = 0.15 FTEs). Each teacher will earn \$5,000 per year.

SY15 Teacher Leader Sabbaticals (2)

Teachers	Salary	% of Year	Total
2	\$78,030	81.818%	\$127,685

In the first three quarters of Year Three, 2 effective teachers will begin a sabbatical to dedicate their time to mentoring teachers in best classroom practices. This full-time career ladder position is budgeted at \$78,030 salary per year.

Under Green Dot's payroll schedule, 81.818% of this salary will be paid in the three quarters falling in Year Three.

SY16 Teacher Leader Sabbaticals (2)

Teachers	Salary	% of Year	Total
2	\$79,591	18.182%	\$28,942

In the last quarter of Year Three, 2 effective teachers will begin a sabbatical to dedicate their time to mentoring teachers in best classroom practices. This full-time career ladder position is budgeted at \$79,591 salary per year (2% cost of living adjustment applied from prior year).

Under Green Dot's payroll schedule, 18.182% of this salary will be paid in the quarter falling in Year Three.

COUNSELORS

Director of Counseling (1)

Janneth Johnson will be responsible for overseeing the implementation of a Counselor Evaluation System and associated PBCS.



Transformation Professional Development

Counselors	Hours	Stipend	Total
15	12	\$32 per hour	\$5,760

12 hours of professional development for 15 counselors, each paid a stipend of \$32 per hour, to receive tailored training based on evaluation.

New Counselor Professional Development	Counselors	Hours	Stipend	Total
12 hours of professional development for 5 new counselors, each paid a stipend of \$32 per hour, to receive training in the Green Dot model of student outreach.	5	12	\$32 per hour	\$1,920

PROJECT MANAGEMENT AND COMPLIANCE

Project Compliance Manager (1)	FTE	Base Salary	Total
A Project Compliance Officer will be hired to oversee all compliance and reporting requirements associated with the TIF award.	1.0 (or 100%)	\$62,651	\$62,651

Year Three Personnel Total **\$3,400,316**

Fringe Benefits

Fringe benefits include payments for California State Teachers' Retirement System (STRS), Social Security, workers' compensation insurance, and health benefits.

Green Dot uses a rate of 25% of base compensation to estimate fringe benefits.

	Base Compensation	Fringe Rate	Total
Effective Teachers	\$2,901,358	25%	\$725,339
See cost justification under Personnel above.			
Effective Principals	\$56,000	25%	\$14,000
See cost justification under Personnel above.			
Effective Assistant Principals	\$95,000	25%	\$23,750
See cost justification under Personnel above.			
Teacher Leader Facilitators	\$91,000	25%	\$22,750
See cost justification under Personnel above.			
Teacher Leader Academy	\$15,000	25%	\$3,750
See cost justification under Personnel above.			
SY15 Teacher Leader Sabbaticals	\$127,658	25%	\$31,921
See cost justification under Personnel above.			
SY16 Teacher Leader Sabbaticals	\$28,942	25%	\$7,236
See cost justification under Personnel above.			
Director of Counseling	\$15,000	25%	\$3,750
See cost justification under Personnel above.			

Transformation Professional Development	\$5,760	25%	\$1,440
See cost justification under Personnel above.			
New Counselor Professional Development	\$1,920	25%	\$480
See cost justification under Personnel above.			
Project Compliance Manager	\$62,651	25%	\$15,663
See cost justification under Personnel above.			

Year Three Fringe Benefits Total \$850,079

Travel

Travel expenditures include, for each traveler, average round-trip airfare of \$400 per ticket, hotel rooms at \$150 per night, local transportation of \$25 per day, and per diem of \$40 per day.

TEACHER INCENTIVE FUND GRANTEE MEETING

Location and date TBD. Will be attended by Project Manager and two other project representatives.

Airfare		Tickets	Rate	Total
		3	\$400	\$1,200
Hotel	Rooms	Nights	Rate	Total
	3	2	\$150	\$900
Local Transportation	Travelers	Days	Rate	Total
	3	2	\$25	\$150
Per Diem	Travelers	Days	Rate	Total
	3	2	\$40	\$240

TEACHER INCENTIVE FUND TOPICAL MEETING

Location and date TBD. Will be attended by Project Manager and one other project representative.

Airfare		Tickets	Rate	Total
		2	\$400	\$800
Hotel	Rooms	Nights	Rate	Total
	2	2	\$150	\$600
Local Transportation	Travelers	Days	Rate	Total
	2	2	\$25	\$100
Per Diem	Travelers	Days	Rate	Total
	2	2	\$40	\$160

Year Three Travel Total **\$4,150**

Equipment

No equipment will be purchased with TIF funds.

Year Three Equipment Total **\$0**

Supplies

No supplies will be purchased with TIF funds.

Year Three Supplies Total **\$0**

Contractual

External Evaluator	Timing of Costs	Total
Green Dot plans to contract with an external evaluator to conduct the local evaluation using both qualitative and quantitative data analysis. Green Dot expects to receive quarterly evaluation reports and surveys from the new contractor.	Quarterly	\$100,000

Year Three Contractual Total **\$100,000**

Construction

No construction will be funded with TIF funds.

Year Three Construction Total **\$0**

Other

No other items will be funded with TIF funds.

Year Three Other Total **\$0**

Year Three Total **\$4,354,545**

Year Four (2015-16)

Personnel

The following personnel will all be hired and/or compensated as employees of the project

PERFORMANCE-BASED COMPENSATION FOR EFFECTIVE TEACHERS AND ADMINISTRATORS

Effective Teachers (429)	Teachers	Av. PBC	TIF Request	Total
429 teachers rated “Effective” and above will receive performance-based compensation in the form of a higher salary in the following year.	428	\$11,894	40%	\$2,040,992

Green Dot is requesting TIF funds to cover a percentage of this PBC, which will decline from Years 2 to 5.

Effective Principals (11)	Principals	Bonus	Total
11 principals rated “Effective” and above will receive performance-based bonuses in two tiers: \$3,500 per year for those rated Tier I “Effective” and \$7,000 per year for those rated Tier II “Highly Effective”.	Tier 1: 6	\$3,500	\$21,000
	Tier 2: 5	\$7,000	\$35,000
	Total: 11		\$56,000

Effective Assistant Principals (APs) (22)	APs	Bonus	Total
22 assistant principals rated “Effective” and above will receive performance-based bonuses of \$4,750 per year.	22	\$4,750	\$104,500

CAREER LADDER POSITIONS FOR EFFECTIVE TEACHERS

There are 521 teacher positions in all the schools identified under Requirement 3(a) in Year Four. The allowable ratio of 1 FTE career ladder position for every 12 non-career ladder teaching positions permits up to 40 FTEs (or equivalent) to hold career ladder positions (with 481 teachers in non-career ladder positions).

Teacher Leader Facilitators (29)	Teachers	Stipend	Total
<i>Equivalent to 1.45 FTEs</i>	29	\$3,500	\$101,500

29 effective teachers will serve as Teacher Leader Facilitators, creating professional development for teachers within their content areas, for 5% of their time (29 x 0.05 = 1.45 FTEs). Each teacher will earn \$3,500 per year.

Teacher Leader Academy (3)
Equivalent to 0.15 FTEs

Teachers	Stipend	Total
3	\$5,000	\$15,000

3 effective teachers will serve as Teacher Leader Academy Members, providing instructional coaching for teachers at their school sites, for 5% of their time (3 x 0.05 = 0.15 FTEs). Each teacher will earn \$5,000 per year.

SY16 Teacher Leader Sabbaticals (2)

Teachers	Salary	% of Year	Total
2	\$79,591	81.818%	\$130,239

In the first three quarters of Year Four, 2 effective teachers will complete a sabbatical to dedicate their time to mentoring teachers in best classroom practices. This full-time career ladder position is budgeted at \$79,591 salary per year.

Under Green Dot's payroll schedule, 81.818% of this salary will be paid in the three quarters falling in Year Four.

SY17 Teacher Leader Sabbaticals (3)

Teachers	Salary	% of Year	Total
3	\$81,182	18.182%	\$44,281

In the last quarter of Year Four, 3 effective teachers will begin a sabbatical to to dedicate their time to mentoring teachers in best classroom practices. This full-time career ladder position is budgeted at \$81,182 salary per year (2% cost of living adjustment applied from prior year).

Under Green Dot's payroll schedule, 18.182% of this salary will be paid in the quarter falling in Year Four.

COUNSELORS

Director of Counseling (1)

Janneth Johnson will be responsible for overseeing the implementation of a Counselor Evaluation System and associated PBCS.



Transformation Professional Development

Counselors	Hours	Stipend	Total
15	12	\$32 per hour	\$5,760

12 hours of professional development for 15 counselors, each paid a stipend of \$32 per hour, to receive tailored training based on evaluation.

SY16 Teacher Leader Sabbaticals	\$130,239	25%	\$32,560
See cost justification under Personnel above.			
SY17 Teacher Leader Sabbaticals	\$44,281	25%	\$11,070
See cost justification under Personnel above.			
Director of Counseling	\$15,000	25%	\$3,750
See cost justification under Personnel above.			
Transformation Professional Development	\$5,760	25%	\$1,440
See cost justification under Personnel above.			
New Counselor Professional Development	\$1,920	25%	\$480
See cost justification under Personnel above.			
Project Manager	\$17,428	25%	\$4,357
See cost justification under Personnel above.			
Project Compliance Manager	\$63,904	25%	\$15,976
See cost justification under Personnel above.			

Year Four Fringe Benefits Total \$649,131

Travel

Travel expenditures include, for each traveler, average round-trip airfare of \$400 per ticket, hotel rooms at \$150 per night, local transportation of \$25 per day, and per diem of \$40 per day.

TEACHER INCENTIVE FUND GRANTEE MEETING

Location and date TBD. Will be attended by Project Manager and two other project representatives.

Airfare		Tickets	Rate	Total
		3	\$400	\$1,200
Hotel	Rooms	Nights	Rate	Total
	3	2	\$150	\$900
Local Transportation	Travelers	Days	Rate	Total
	3	2	\$25	\$150
Per Diem	Travelers	Days	Rate	Total
	3	2	\$40	\$240

TEACHER INCENTIVE FUND TOPICAL MEETING

Location and date TBD. Will be attended by Project Manager and one other project representative.

Airfare		Tickets	Rate	Total
		2	\$400	\$800
Hotel	Rooms	Nights	Rate	Total
	2	2	\$150	\$600
Local Transportation	Travelers	Days	Rate	Total
	2	2	\$25	\$100
Per Diem	Travelers	Days	Rate	Total
	2	2	\$40	\$160
Year Four Travel Total				\$4,150

Equipment
No equipment will be purchased with TIF funds.

Year Four Equipment Total \$0

Supplies
No supplies will be purchased with TIF funds.

Year Four Supplies Total \$0

Contractual

External Evaluator	Timing of Costs	Total
Green Dot plans to contract with an external evaluator to conduct the local evaluation using both qualitative and quantitative data analysis. Green Dot expects to receive quarterly evaluation reports and surveys from the new contractor.	Quarterly	\$100,000

Year Four Contractual Total \$100,000

Construction

No construction will be funded with TIF funds.

Year Four Construction Total **\$0**

Other

No other items will be funded with TIF funds.

Year Four Other Total **\$0**

Year Four Total **\$3,349,806**

Year Five (2016-17)

Personnel

The following personnel will all be hired and/or compensated as employees of the project

PERFORMANCE-BASED COMPENSATION FOR EFFECTIVE TEACHERS AND ADMINISTRATORS

Effective Teachers (445)	Teachers	Av. PBC	TIF Request	Total
445 teachers rated “Effective” and above will receive performance-based compensation in the form of a higher salary in the following year. Green Dot is requesting TIF funds to cover a percentage of this PBC, which will decline from Years 2 to 5.	445	\$13,818	15%	\$922,339
Effective Principals (11)	Principals		Bonus	Total
11 principals rated “Effective” and above will receive performance-based bonuses in two tiers: \$3,500 per year for those rated Tier I “Effective” and \$7,000 per year for those rated Tier II “Highly Effective”.	Tier 1: 6		\$3,500	\$21,000
	Tier 2: 5		\$7,000	\$35,000
	Total: 11			\$56,000
Effective Assistant Principals (APs) (24)	APs		Bonus	Total
24 assistant principals rated “Effective” and above will receive performance-based bonuses of \$4,750 per year.	24		\$4,750	\$114,000

CAREER LADDER POSITIONS FOR EFFECTIVE TEACHERS

There are 519 teacher positions in all the schools identified under Requirement 3(a) in Year Five. The allowable ratio of 1 FTE career ladder position for every 12 non-career ladder teaching positions permits up to 40 FTEs (or equivalent) to hold career ladder positions (with 479 teachers in non-career ladder positions).

Teacher Leader Facilitators (31)	Teachers	Stipend	Total
<i>Equivalent to 1.55 FTEs</i>	31	\$3,500	\$108,500

31 effective teachers will serve as Teacher Leader Facilitators, creating professional development for teachers within their content areas, for 5% of their time (31 x 0.05 = 1.55 FTEs). Each teacher will earn \$3,500 per year.

Teacher Leader Academy (3)	Teachers	Stipend	Total
<i>Equivalent to 0.15 FTEs</i>	3	\$5,000	\$15,000

3 effective teachers will serve as Teacher Leader Academy Members, providing instructional coaching for teachers at their school sites, for 5% of their time (3 x 0.05 = 0.15 FTEs). Each teacher will earn \$5,000 per year.

SY17 Teacher Leader Sabbaticals (3)	Teachers	Salary	% of Year	Total
	3	\$81,182	81.818%	\$199,266

In the first three quarters of Year Five, 3 effective teachers will complete a sabbatical to dedicate their time to mentoring teachers in best classroom practices. This full-time career ladder position is budgeted at \$81,182 salary per year.

Under Green Dot’s payroll schedule, 81.818% of this salary will be paid in the three quarters falling in Year Five.

SY18 Teacher Leader Sabbaticals (3)	Teachers	Salary	% of Year	Total
	3	\$82,806	18.182%	\$45,167

In the last quarter of Year Five, 3 effective teachers will complete a sabbatical to dedicate their time to mentoring teachers in best classroom practices. This full-time career ladder position is budgeted at \$82,806 salary per year (2% cost of living adjustment applied from prior year).

Under Green Dot’s payroll schedule, 18.182% of this salary will be paid in the quarter falling in Year Five.

COUNSELORS

Director of Counseling (1)

Janneth Johnson will be responsible for overseeing the implementation of a Counselor Evaluation System and associated PBCS.

FTE	Base Salary	Total
(b)(4)		

Transformation Professional Development

12 hours of professional development for 15 counselors, each paid a stipend of \$32 per hour, to receive tailored training based on evaluation.

Counselors	Hours	Stipend	Total
15	12	\$32 per hour	\$5,760

New Counselor Professional Development

12 hours of professional development for 5 new counselors, each paid a stipend of \$32 per hour, to receive training in the Green Dot model of student outreach.

Counselors	Hours	Stipend	Total
5	12	\$32 per hour	\$1,920

PROJECT MANAGEMENT AND COMPLIANCE

Project Manager (1)

Julia Fisher will be responsible for the overall leadership and management of the Teacher Evaluation and Performance-Based Compensation System.

FTE	Base Salary	Total
1.0 (or 100%)	\$97,773	\$97,773

Project Compliance Manager (1)

A Project Compliance Officer will be hired to oversee all compliance and reporting requirements associated with the TIF award.

FTE	Base Salary	Total
1.0 (or 100%)	\$65,182	\$65,182

Year Five Personnel Total

\$1,645,907

Fringe Benefits

Fringe benefits include payments for California State Teachers' Retirement System (STRS), Social Security, workers' compensation insurance, and health benefits.

Green Dot uses a rate of 25% of base compensation to estimate fringe benefits.

	Base Compensation	Fringe Rate	Total
Effective Teachers	\$922,339	25%	\$230,585
See cost justification under Personnel above.			
Effective Principals	\$56,000	25%	\$14,000
See cost justification under Personnel above.			

Effective Assistant Principals	\$114,000	25%	\$28,500
See cost justification under Personnel above.			
Teacher Leader Facilitators	\$108,500	25%	\$27,125
See cost justification under Personnel above.			
Teacher Leader Academy	\$15,000	25%	\$3,750
See cost justification under Personnel above.			
SY17 Teacher Leader Sabbaticals	\$199,266	25%	\$49,816
See cost justification under Personnel above.			
SY18 Teacher Leader Sabbaticals	\$45,167	25%	\$11,292
See cost justification under Personnel above.			
Director of Counseling	\$15,000	25%	\$3,750
See cost justification under Personnel above.			
Transformation Professional Development	\$5,760	25%	\$1,440
See cost justification under Personnel above.			
New Counselor Professional Development	\$1,920	25%	\$480
See cost justification under Personnel above.			
Project Manager	\$97,773	25%	\$24,443
See cost justification under Personnel above.			
Project Compliance Manager	\$65,182	25%	\$16,296
See cost justification under Personnel above.			

Year Five Fringe Benefits Total \$411,477

Travel

Travel expenditures include, for each traveler, average round-trip airfare of \$400 per ticket, hotel rooms at \$150 per night, local transportation of \$25 per day, and per diem of \$40 per day.

TEACHER INCENTIVE FUND GRANTEE MEETING

Location and date TBD. Will be attended by Project Manager and two other project representatives.

Airfare		Tickets	Rate	Total
		3	\$400	\$1,200
Hotel	Rooms	Nights	Rate	Total
	3	2	\$150	\$900

Local Transportation	Travelers	Days	Rate	Total
	3	2	\$25	\$150
Per Diem	Travelers	Days	Rate	Total
	3	2	\$40	\$240

TEACHER INCENTIVE FUND TOPICAL MEETING

Location and date TBD. Will be attended by Project Manager and one other project representative.

Airfare		Tickets	Rate	Total
		2	\$400	\$800
Hotel	Rooms	Nights	Rate	Total
	2	2	\$150	\$600
Local Transportation	Travelers	Days	Rate	Total
	2	2	\$25	\$100
Per Diem	Travelers	Days	Rate	Total
	2	2	\$40	\$160
Year Five Travel Total				\$4,150

Equipment

No equipment will be purchased with TIF funds.

Year Five Equipment Total \$0

Supplies

No supplies will be purchased with TIF funds.

Year Five Supplies Total \$0

Contractual

External Evaluator	Timing of Costs	Total
Green Dot plans to contract with an external evaluator to conduct the local evaluation using both qualitative and quantitative data analysis.	Quarterly	\$100,000
Green Dot expects to receive quarterly evaluation reports and surveys from the new contractor.		

Year Five Contractual Total \$100,000

Construction

No construction will be funded with TIF funds.

Year Five Construction Total **\$0**

Other

No other items will be funded with TIF funds.

Year Five Other Total **\$0**

Year Five Total **\$2,161,534**

Five-Year Total (2012-17) **\$11,739,505**

Non-TIF Budget Narrative

(reference ED Form 524, Section B)

The costs detailed below will be funded through sources outside of TIF, including Green Dot general purpose revenue as well as funding provided through The College Ready Promise, [a joint program by several Charter Management Organizations, to improve teacher effectiveness through performance-based compensation which receives funding from TIF-3 and The Bill & Melinda Gates Foundation].

Year One (2012-13)

Personnel

The following personnel will all be hired and/or compensated as employees of the project

PERFORMANCE-BASED COMPENSATION FOR EFFECTIVE TEACHERS AND ADMINISTRATORS

Effective Teacher Bonuses (291)

291 teachers rated Effective and above will receive performance-based bonuses in three tiers: Effective, Highly Effective (HE), and Highly Effective 2 (HE2).

Teachers	Total
Effective: 245	\$122,500
HE: 17	\$17,000
HE2: 1	\$2,000
Total: 263	\$141,500

Project Manager (1)

Julia Fisher will be responsible for the overall leadership and management of the Teacher Evaluation and Performance-Based Compensation System. Her resume is included in Part 6: Other Attachments.

(b)(4)

Year One Personnel Total

Fringe Benefits

Fringe benefits include payments for California State Teachers' Retirement System (STRS), Social Security, workers' compensation insurance, and health benefits.

Green Dot uses a rate of 25% of base compensation to estimate fringe benefits.

	Base Compensation	Fringe Rate	Total
Effective Teacher Bonuses	\$141,500	25%	\$35,375
See cost justification under Personnel above.			
Project Manager	\$90,327	25%	\$22,582
See cost justification under Personnel above.			

Year One Fringe Benefits Total

\$57,957

Travel

No travel is projected to be purchased with non-TIF funds.

Year One Travel Total

\$0

Equipment

No equipment is projected to be purchased with non-TIF funds.

Year One Equipment Total

\$0

Supplies

No supplies is projected to be purchased with non-TIF funds.

Year One Supplies Total

\$0

Contractual

No contractual services are projected to be purchased with non-TIF funds.

Year One Contractual Total

\$0

Construction

No construction is projected to be funded with non-TIF funds.

Year One Construction Total

\$0

Other

No other items are projected to be funded with non-TIF funds.

Year One Other Total

\$0

Year One Total

(b)(4)

Year Two (2013-14)

Personnel

The following personnel will all be hired and/or compensated as employees of the project

PERFORMANCE-BASED COMPENSATION FOR EFFECTIVE TEACHERS AND ADMINISTRATORS

Effective Teacher Bonuses (304)

304 teachers rated Effective and above will receive performance-based bonuses in three tiers: Effective, Highly Effective (HE), and Highly Effective 2 (HE2).

Teachers	Total
Effective: 263	\$131,500
HE: 39	\$39,000
HE2: 2	(b)(4) \$4,000
Total: 304	\$174,500

Project Manager (1)

Julia Fisher will be responsible for the overall leadership and management of the Teacher Evaluation and Performance-Based Compensation System. Her resume is included in Part 6: Other Attachments.

FTE
1.0 (or 100%)

Year Two Personnel Total \$266,634

Fringe Benefits

Fringe benefits include payments for California State Teachers' Retirement System (STRS), Social Security, workers' compensation insurance, and health benefits.

Green Dot uses a rate of 25% of base compensation to estimate fringe benefits.

Effective Teacher Bonuses

See cost justification under Personnel above.

Project Manager

See cost justification under Personnel above.

(b)(4)

Year Two Fringe Benefits Total

Travel

No travel is projected to be purchased with non-TIF funds.

Year Two Travel Total \$0

Equipment

No equipment is projected to be purchased with non-TIF funds.

Year Two Equipment Total **\$0**

Supplies

No supplies is projected to be purchased with non-TIF funds.

Year Two Supplies Total **\$0**

Contractual

No contractual services are projected to be purchased with non-TIF funds.

Year Two Contractual Total **\$0**

Construction

No construction is projected to be funded with non-TIF funds.

Year Two Construction Total **\$0**

Other

No other items are projected to be funded with non-TIF funds.

Year Two Other Total **\$0**

Year Two Total **\$333,292**

Year Three (2014-15)

Personnel

The following personnel will all be hired and/or compensated as employees of the project

PERFORMANCE-BASED COMPENSATION FOR EFFECTIVE TEACHERS AND ADMINISTRATORS

Effective Teachers (393)

393 teachers rated Effective and above will receive performance-based compensation.

Green Dot will use non-TIF funds to cover a percentage of this PBC, which will increase from Years 3 to 5.

Project Manager (1)

Julia Fisher will be responsible for the overall leadership and management of the Teacher Evaluation and Performance-Based Compensation System. Her resume is included in Part 6: Other Attachments.

Teachers

393

(b)(4)

Year Three Personnel Total

(b)(4)

Fringe Benefits

Fringe benefits include payments for California State Teachers' Retirement System (STRS), Social Security, workers' compensation insurance, and health benefits.

Green Dot uses a rate of 25% of base compensation to estimate fringe benefits.

Effective Teachers

See cost justification under Personnel above.

Project Manager

See cost justification under Personnel above.

(b)(4)

Year Three Fringe Benefits Total

(b)(4)

Travel

No travel is projected to be purchased with non-TIF funds.

Year Three Travel Total

\$0

Equipment

No equipment is projected to be purchased with non-TIF funds.

Year Three Equipment Total **\$0**

Supplies

No supplies is projected to be purchased with non-TIF funds.

Year Three Supplies Total **\$0**

Contractual

No contractual services are projected to be purchased with non-TIF funds.

Year Three Contractual Total **\$0**

Construction

No construction is projected to be funded with non-TIF funds.

Year Three Construction Total **\$0**

Other

No other items are projected to be funded with non-TIF funds.

Year Three Other Total **\$0**

Year Three Total **\$1,671,769**

Year Four (2015-16)

Personnel

The following personnel will all be hired and/or compensated as employees of the project

PERFORMANCE-BASED COMPENSATION FOR EFFECTIVE TEACHERS AND ADMINISTRATORS

Effective Teachers (429)

429 teachers rated Effective and above will receive performance-based compensation.

Green Dot will use non-TIF funds to cover a percentage of this PBC, which will increase from Years 3 to 5.

Project Manager (1)

Julia Fisher will be responsible for the overall leadership and management of the Teacher Evaluation and Performance-Based Compensation System. Her resume is included in Part 6: Other Attachments.

Green Dot is requesting TIF funds to cover salary starting in the last quarter of Year Four, which is 18.2% of total. The remaining 81.8% will be covered by non-TIF funds.

Teachers

429

(b)(4)

(b)(4)

Year Four Personnel Total

Fringe Benefits

Fringe benefits include payments for California State Teachers' Retirement System (STRS), Social Security, workers' compensation insurance, and health benefits.

Green Dot uses a rate of 25% of base compensation to estimate fringe benefits.

	Base Compensation	Fringe Rate	Total
Effective Teachers	\$3,061,488	25%	\$765,372
See cost justification under Personnel above.			
Project Manager	\$78,428	25%	\$19,607
See cost justification under Personnel above.			

Year Four Fringe Benefits Total

\$784,979

Travel

No travel is projected to be purchased with non-TIF funds.

Year Four Travel Total **\$0**

Equipment

No equipment is projected to be purchased with non-TIF funds.

Year Four Equipment Total **\$0**

Supplies

No supplies is projected to be purchased with non-TIF funds.

Year Four Supplies Total **\$0**

Contractual

No contractual services are projected to be purchased with non-TIF funds.

Year Four Contractual Total **\$0**

Construction

No construction is projected to be funded with non-TIF funds.

Year Four Construction Total **\$0**

Other

No other items are projected to be funded with non-TIF funds.

Year Four Other Total **\$0**

Year Four Total **\$3,924,895**

Year Five (2016-17)

Personnel

The following personnel will all be hired and/or compensated as employees of the project

PERFORMANCE-BASED COMPENSATION FOR EFFECTIVE TEACHERS AND ADMINISTRATORS

Effective Teachers (445)

445 teachers rated Effective and above will receive performance-based compensation.

Green Dot will use non-TIF funds to cover a percentage of this PBC, which will increase from Years 3 to 5.

Teachers

445

(b)(4)

Year Five Personnel Total

(b)(4)

Fringe Benefits

Fringe benefits include payments for California State Teachers' Retirement System (STRS), Social Security, workers' compensation insurance, and health benefits.

Green Dot uses a rate of 25% of base compensation to estimate fringe benefits.

Effective Teachers

See cost justification under Personnel above.

(b)(4)

Year Five Fringe Benefits Total

(b)(4)

Travel

No travel is projected to be purchased with non-TIF funds.

Year Five Travel Total

\$0

Equipment

No equipment is projected to be purchased with non-TIF funds.

Year Five Equipment Total

\$0

Supplies

No supplies is projected to be purchased with non-TIF funds.

Year Five Supplies Total **\$0**

Contractual

No contractual services are projected to be purchased with non-TIF funds.

Year Five Contractual Total **\$0**

Construction

No construction is projected to be funded with non-TIF funds.

Year Five Construction Total **\$0**

Other

No other items are projected to be funded with non-TIF funds.

Year Five Other Total **\$0**

Year Five Total **\$6,533,235**

Five-Year Total (2012-17) **\$12,752,976**

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	Green Dot Public Schools
Applicant's DUNS Name:	1212149310000
Federal Program:	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
CFDA Number:	84.374

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

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. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Green Dot Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	192,987.00	1,139,268.00	3,400,316.00	2,596,525.00	1,645,907.00	8,975,003.00
2. Fringe Benefits	48,247.00	284,817.00	850,079.00	649,131.00	411,477.00	2,243,751.00
3. Travel	4,150.00	4,150.00	4,150.00	4,150.00	4,150.00	20,750.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	100,000.00	100,000.00	100,000.00	100,000.00	100,000.00	500,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	345,384.00	1,528,235.00	4,354,545.00	3,349,806.00	2,161,534.00	11,739,504.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	345,384.00	1,528,235.00	4,354,545.00	3,349,806.00	2,161,534.00	11,739,504.00

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Green Dot Public Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)