

Charter Petition for Ánimo Charter Middle School #1

A California Public Charter School

**GREEN DOT PUBLIC SCHOOLS
California**

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Strategy for Transforming Los Angeles Secondary Public Education

Green Dot Public Schools, a non-profit charter management organization, is leading the charge to transform public education in Los Angeles and beyond so that all children receive the education they need to be successful in college, leadership, and life. With Green Dot's success to date, we are demonstrating that public schools can do a far better job of educating students if they are operated more effectively. Green Dot's efforts are influencing LAUSD to implement a small schools model for all schools in the district and are raising the public's awareness about the need for high quality, small public high schools. Ultimately, Green Dot's success will help ensure that all young adults in California receive the education they deserve to prepare themselves for college, leadership and life.

New School Model for Urban High Schools

Every Green Dot school will graduate young adults that are life-long learners, prepared for college, responsible, and culturally aware. To ensure great results, all schools are opened and operated using Green Dot's proven school model:

- *Small Schools:* schools of 500 - 600 students, with target student/teacher ratios of 21:1.
- *College Preparatory Curriculum:* Demanding college prep education aligned to University of California A-G requirements for all students. Strong support programs in place to enable all students to master a challenging curriculum.
- *Substantial Family Involvement:* Parents and guardians are integrated into the management of schools and must participate actively in their children's education.
- *Empower Principal and Teachers:* Principals and teachers are empowered in decisions related to curriculum and school culture. Principals are viewed as school CEOs.
- *Talented and Passionate Employees:* Educators with strong skill sets and alignment to Green Dot's vision lead each school. Constant professional development is provided.
- *Students as Leaders:* Students are held responsible for their schools and given influence in shaping them (create extracurricular activities, help with hiring, etc.).
- *Focus on Results:* Results and accountability are demanded from all schools and employees. Data is relied on heavily for decision-making.
- *Commitment to Green Dot Core Values:* 1) Unwavering belief in all students' potential, 2) Passion for excellence, 3) Personal responsibility, 4) Respect for others and community, 5) All stakeholders are critical in the education process.

All schools that Green Dot opens and operates are based on the school model that Green Dot has developed over the past nine years. Green Dot's school model has been created to ensure that Green Dot can consistently open high-quality schools in which students are being prepared for college, leadership and life. There are two main components of Green Dot's school model, the Six Tenets and Recommended Practices. The Six Tenets are a set of six core principles which all Green Dot schools must follow. Attached to these Six Tenets are supporting requirements or "non-negotiables" that must be adopted by all Green Dot schools. The Six Tenets are: 1.) Small, Safe, Personalized Schools, 2.) High Expectations for All Students, 3.) Local Control with Extensive Professional Development and Accountability, 4.) Parent Participation, 5.) Get Dollars into the Classroom, 6.) Keep Schools Open Later.

Results of Existing Schools

Green Dot has opened 17 charter schools in the Los Angeles area, beginning with Ánimo Leadership in the fall of 2000. All these schools are successfully serving students who have traditionally struggled in the public school system and are achieving far greater results than comparable schools on all key performance metrics.

Green Dot has a proven track record of successfully serving the highest-need students in Los Angeles. All seventeen schools are addressing the needs of students who have traditionally struggled in the public school system, and they are achieving far greater results than comparable schools in standardized test scores, graduation rates, and college matriculation.

Graduation and College Acceptance

Green Dot schools have produced outstanding results: **72% of our graduating seniors** have been admitted to **four-year universities**. Another 20-25% of graduates go on to two-year colleges. The graduation rates from our schools significantly outpace those of the schools where our students would have gone:

The Right Team to Lead Public High School Reform

Marco Petruzzi – Chief Executive Officer & President

Marco Petruzzi is the President and Chief Operating Officer of Green Dot Public Schools. Prior to joining Green Dot in January 2007, Marco founded r3 school solutions, an organization that provided management and administrative services to charter management organizations. Prior to founding r3 school solutions, he was a Vice President at Bain & Co., a global management consulting firm. Marco has fifteen years of consulting experience working with top management of major international groups in corporate and product-market strategy, channel management, pricing strategy, commercial organization, operations, R&D management and supply chain management assignments, in the USA, South America, and Europe. Prior to joining Bain & Company, Marco also worked at McKinsey & Co. and for Enichem Americas, a petrochemical trading company based in New York. Marco earned a B.S. in Industrial Engineering at Columbia University, where he also earned an M.B.A. He has extensive international experience, having lived in six different countries, and is fluent in four languages (English, Spanish, Portuguese and Italian). Marco, an active community member, is married and has two children, both attending public schools. He is also the Venice chapter president of LAPU (Los Angeles Parents Union) and served on Green Dot's Board of Directors from 2002 until 2006.

Sabrina Ayala – Chief Financial Officer

Sabrina Ayala is the Chief Financial Officer of Green Dot Public Schools and is responsible for managing all financial aspects, including financial strategy, budgets, cash management, accounts receivables, accounts payable, facility financing and purchasing. She brings to Green Dot ten years of Wall Street experience. Prior to joining Green Dot

in 2006, Sabrina was an Institutional Equity Trader with Merrill Lynch, a Valuation and Compensation Consultant with Stern Stewart & Co. and an Investment Banker with Kidder, Peabody & Co. All were based in New York City. Her areas of expertise include natural resources, cyclical chemical industries, consumer products, REITS and arbitrage. Sabrina, an Eli Lilly Scholar, received her MBA from the Kellogg School of Management in 2002 with majors in Finance and Entrepreneurship. Her Bachelor of Science degree in Finance, with minors in Accounting and Sports Management, is from Northern Illinois University, where she graduated with honors, cum laude and Outstanding Woman Graduate of the Year.

Dr. Cristina de Jesus – Chief Academic Officer

Dr. Cristina de Jesus is Green Dot's Chief Academic Officer. Her responsibilities include administrator supervision and evaluation; and school academic logistics. She previously served for four years as the founding Principal at Ánimo Inglewood Charter High School, Green Dot's second school. Prior to joining Green Dot, Cristina was an English and History teacher for seven years in the Santa Monica/Malibu School District. While in Santa Monica, she served as the Department Chair for the English Department at Lincoln Middle School. She also received many awards while at Lincoln Middle School: Lincoln Middle School Teacher of the Year, Santa Monica Jaycees Young Educator of the Year, and a PTSA award for service to the school and the community. In 2001, she received National Board Certification from the National Board of Professional Teaching Standards in the area of Early Adolescence English/Language Arts.

Working with Teachers Union to Drive Change:

As part of a comprehensive strategy to drive change, Green Dot is practicing union reform with its teachers in hopes that it will help provide an example of cooperation in public education. Teachers at Green Dot's schools have organized as the Asociación de Maestros Unidos, which is its own bargaining unit, but an affiliate of the CTA. Green Dot management and the Asociación signed a three-year contract that is a clear example of union reform. Key reforms written into the contract and agreed to by the union were: no tenure, teacher performance evaluations, professional work days (no defined minutes) and flexibility to adjust the contract over time. Green Dot management is also in the final stages of coming to an agreement with the Ánimo Classified Employees Association (ACEA), a CTA affiliate that is the collective bargaining unit of classified school staff.

AFFIRMATIONS

As the authorized lead petitioner, I, Marco Petruzzi, hereby certify that the information submitted in this petition for a California public charter school to be named Ánimo Charter Middle School #1 (“Ánimo Charter Middle School #1”, the “Charter”, or the “Charter School”), and to be located within the boundaries of the Los Angeles Unified School District (“LAUSD” or the “District”) is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School and Green Dot Public Schools its operating nonprofit public benefit corporation:

- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of race or ethnicity, nationality, gender, or physical or mental disability, religion, color, medical condition, sexual condition, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code; and shall not enroll pupils over 19 years of age unless they have been continuously enrolled in public school the student is not over the age of 22 years and making satisfactory progress toward high school diploma requirements.
- Ánimo Charter Middle School #1 shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan to achieve and maintain the LAUSD’s ethnic goal which is with a 70:30 or 30:70 ratio.
- Affirm that admission to Ánimo Charter Middle School #1 shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.
- Shall admit all pupils who wish to attend the school. However, if the number of pupils who wish to attend the charter school exceeds the school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the District except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall

take any action to impede the charter school from expanding enrollment to meet pupil demand.

- Affirm that if a pupil is expelled or leaves Ánimo Charter Middle School #1 without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the Los Angeles Unified School District of the pupil's last known address within 30 days, and shall, upon request, provide the District with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to [EC] Section 48200.
- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the Ánimo Charter Middle School #1 for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- Will follow any and all other federal, state, and local laws and regulations that apply to the Ánimo Charter Middle School #1 including but not limited to:

- The Ánimo Charter Middle School #1 shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- The Ánimo Charter Middle School #1 shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- The Ánimo Charter Middle School #1 shall comply with any jurisdictional limitations to locations of its facilities.
- The Ánimo Charter Middle School #1 shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- The Ánimo Charter Middle School #1 shall comply with all applicable portions of the No Child Left Behind Act.
- The Ánimo Charter Middle School #1 shall comply with the Public Records Act.
- The Ánimo Charter Middle School #1 shall comply with the Family Educational Rights and Privacy Act.
- The Ánimo Charter Middle School #1 shall comply with the Ralph M. Brown Act.
- The Ánimo Charter Middle School #1 shall meet or exceed the legally required minimum of school days.

Marco Petruzzi, Lead Petitioner

Date:

ELEMENT 1: EDUCATIONAL PROGRAM

CA Education Code 47605 (b) (5) (A)

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become Ánimo Charter Middle School #1-motivated, competent, and life-long learners.

Mission Statement

The mission of Ánimo Charter Middle School #1 (the “School” or the “Charter School”) is to prepare students in the South Los Angeles area of Los Angeles for success in high school, college, leadership and life. The School will achieve this mission by providing a small, college preparatory program where all stakeholders (administrators, teachers, parents, community) actively engage in the education process. We will create a student-centered environment that unifies the efforts of family, community and school to foster life-long learning, cross-cultural competency, social responsibility and academic excellence. The underlying belief at Ánimo Charter Middle School #1 is that **all** students can and may go to college.

Vision Statement

The school will create "agents of change" who will positively impact our communities. Our vision is that the majority of Ánimo Charter Middle School #1 graduates will be successful in high school, and return to their home communities, with college degrees, to be the teachers, entrepreneurs, doctors, and lawyers that will revitalize Los Angeles. Graduates will be self-confident, self-disciplined, successful, pro-active leaders who will excel in college and beyond.

Our mission and vision statements are inline with current research and education practices. The School’s underlying philosophy is based on the belief that all students can learn and will learn when they feel part of a community. Students are more likely to experience success when their home cultures are valued. To this end, our vision encourages parents to partner with faculty to create an atmosphere where all students can and will learn.

The Students We Propose to Serve - Identification of those whom the school is attempting to educate

Ánimo Charter Middle School #1 shall be nonsectarian in its programs, curriculum, admission policies, employment practices, and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. While open to all students, Ánimo Charter Middle School #1 will make a substantial effort to recruit underserved, low-income students in the South Los Angeles, in particular, those that would typically attend Drew, LA Academy, Gompers, Clay and Bret Harte Middle School. Please see Element 7 for more information on how Ánimo Charter Middle School #1 will attract underserved, low-income students from the South Los Angeles area. Table 1 below shows the

demographic data of the target student population that Ánimo Charter Middle School #1 hopes to serve.

Table 1. Demographic Data of Surrounding Middle Schools for 2009-2010

	Enrollment	Multi-track	% Students Eligible for FRL	% of SpEd Students	% of ELL Students	% Major Ethnicity #1 (Hispanic or Latino)	% Major Ethnicity #2 (African American or Black)
Bret Harte Middle School	1242	No	100%	10%	26%	71%	29%
Gompers Middle School	1463	No	99%	13%	29%	68%	32%
Carver Middle School	1781	Yes	99%	12%	45%	92%	8%
Clinton Middle School	1126	No	100%	9%	40%	92%	8%
LA Academy	2187	Yes	98%	10%	33%	92%	8%
Henry Clay	1309	No	87%	15%	24%	50%	48%
Synergy Kinetic Academy	229	No	34%	6%	26%	91%	9%
Jack H. Skirball	403	No	85%	7%	20%	75%	25%

Table 2 below shows the academic performance data of the schools that students we propose to serve would have attended.

Table 2. Academic Performance Data of Surrounding Middle Schools – 2009-2010

	Enrollment	PI?	Met Schoolwide Growth Target?	Met all Subgroup Growth Targets?	API Score (2010 Base API)	API State Rank	Similar Schools Rank
Bret Harte Middle School	1242	Since 1997	Yes	Yes	633	1	2
Gompers Middle School	1463	Since 1997	No	No	549	1	1
Carver Middle School	1781	Since 1997	Yes	No	561	1	1
Clinton Middle School	1126	Since 2008	No	No	568	1	1
LA Academy	2187	Since 1999	No	No	613	1	5
Henry Clay	1309	Since 2004	Yes	No	538	1	1
Synergy Kinetic Academy	229	No	Yes	Yes	802	5	not listed
Jack H. Skirball	403	No	No	No	730	5	10

Ánimo Charter Middle School #1 will serve students in grades six through eight. The school will matriculate approximately 180 sixth grade students each year. The school will add a new six grade class each year. When fully enrolled, the school estimates it will serve approximately 540 students in grades six through eight (see Table 3).

Table 3. Approximate enrollment in the first three years

Grade Levels	Year 1	Year 2	Year 3
Grade 6	180	180	180
Grade 7		180	180

Grade 8			180
Total	180	360	540

The Ánimo Charter Middle School #1 Student - A description of what it means to be an educated person in the 21st century

Ánimo Charter Middle School #1 students are "agents of change," individuals who will positively impact our communities. Ánimo Charter Middle School #1 students will be self-confident, self-disciplined, and successful pro-active leaders who will excel in college and beyond. Green Dot has identified four goals that describe what it means to be an “agent of change” and an educated person in the 21st century.¹ The following characteristics describe what an educated person in the 21st century is.

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

Means to Achieve the Mission and Vision - How learning best occurs

Most students learn best in a nurturing, supportive environment where they are known and treated as individuals, and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds will be a cornerstone of the school.² Learning from the lessons of Green Dot’s existing 18 schools, we have found that student motivation is also highly valued. The small, personal nature of Ánimo Charter Middle School #1 and the rigor of its academic program nurtures students and helps them develop a willingness to work hard to achieve an excellent education; these student characteristics are typically more difficult to foster in a large, traditional public middle school.³

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

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

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

To create the personalized, nurturing and supportive environment that best fosters student motivation, learning and ultimately student success, Ánimo Charter Middle School #1 will utilize a modified version of the school model that Green Dot Public Schools has developed over the past ten years. Green Dot's school model has been created to ensure that the organization can consistently open high quality schools in which students are being prepared for college, leadership and life. There are two main components of Green Dot's school model, the Six Tenets and Recommended Practices (please see the Curriculum and Program section for more detail on the Recommended Practices). Together they represent nearly ten years of successful practice. The Six Tenets school model has resulted in 18 of urban Los Angeles' most successful public high schools. Green Dot schools have demonstrated that learning best occurs in schools that follow the Six Tenets of High Performing Schools.

The Six Tenets

The Six Tenets are a set of six core principles that all Green Dot schools (including Ánimo Charter Middle School #1) must follow. They are:

1.) Small, Safe, Personalized Schools. All Green Dot schools are small (approximately 500 – 600 students when fully developed), giving each student the best chance of success. Small schools help ensure that no students fall through the cracks and allow students to receive the personalized attention they need to learn effectively. Students can be held accountable for all of their actions and the administrators and teachers can develop personal relationships with each student and their families.¹ Smaller middle schools are safer and decrease the security risks inherent in urban schools as potential problems can be recognized earlier and mitigated.²

Classes are also kept as small as possible. A 22:1 student to teacher ratio is targeted to provide individual attention to students and help teachers instruct effectively in classes that typically have students at varying proficiency levels. Average class size is 28.

2.) High Expectations for All Students. Green Dot schools are centered on high expectations for all students and every student takes a rigorous college preparatory curriculum. As such, Ánimo Charter Middle School #1 tailors academic programs to meet the needs of the entire student population, and to empower students to reach their full potential. The staff is committed to ensuring that all students are performing on grade level, regardless of their skill level upon enrolling in the school.³

¹ Alder, Nora, "Interpretations of the Meaning of Care: Creating Caring Relationships in Urban Middle School Classrooms,"

Urban Education 37 (2002): 241-266

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

³ "Taking Center Stage-Act II (TCSII): Ensuring Success and Closing the Achievement Gap for All of California's Middle Grades Students," California Department of Education, 21 July 2009

<<http://pubs.cde.ca.gov/tcsii/recommendations.aspx>>

Extensive student intervention and support programs are offered at all Green Dot Schools in order to help students master the challenging college preparatory curriculum.¹ The majority of the students entering Green Dot schools are 2 – 4 grades below grade level making it critical to focus on support programs that can provide students with the help they need to be successful in their classes.

3.) Local Control with Extensive Professional Development and Accountability.

Principals and teachers are the key decision makers in Green Dot's system of schools and own all critical decisions at the school site related to budgeting, hiring and curriculum. The Green Dot Home Office provides Recommended Practices to each of the school sites, however, the principals and teachers have ultimate autonomy to decide whether to follow the Recommended Practices or take different approaches.

Principals and teachers are prepared to make effective decisions related to instruction and school site management because they receive extensive training and professional development. A rigorous professional development program is a requirement for any Green Dot school. Green Dot schools invest far more time and money into quality professional development than traditional public schools. The core principles of Green Dot's professional development program are collaboration, reflection and continuous improvement.²

Local control works in Green Dot's school model because schools and all stakeholders within them are held accountable for student results. If students in a particular school or in a certain classroom are consistently not performing up to expectations, then local control over key decisions may be taken away from that particular school or teacher.

4.) Parent Participation.

Families are invited and expected to participate in their children's education experience at all Green Dot schools. Family involvement in a student's education is one of the most important ingredients to student success and Green Dot is committed to actively integrating parents/guardians into all aspects of their students' school experience. Education programs are an important part of the parent participation program as many of the parents in the Green Dot network are unfamiliar with what a college preparatory middle school experience is like and must be educated on it in order to best support their children. All Green Dot schools offer a variety of programs to get parents and family members involved in the schools.³

5.) Get Dollars into the Classroom.

Green Dot's organization is centered on getting more money into the classroom to enable principals and teachers to effectively serve kids. Green Dot's Home Office incorporates best practices from the private and public sectors

¹ Stanton-Salazar, Ricardo D., Manufacturing Hope and Despair: The School and Kin Support Networks of U.S.-Mexican Youth (New York: Teachers College Press, 2001).

² Kushman, James W., "The Organizational Dynamics of Teacher Workplace Commitment: A Study of Urban Elementary and Middle Schools," Educational Administration Quarterly 28.1 (1992): 5-42.

³ Garcia-Reid, Pauline, Reid, Robert J., Peterson, N. Andrew, "School Engagement Among Latino Youth in an Urban Middle School Context: Valuing the Role of Social Support," Education and Urban Society 37 (2005): 257-275

in order to maximize efficiency and drive dollars towards activities that directly impact kids. Each school receives \$0.94 for every \$1 that it is allocated in public funds and it is required to use that money as efficiently as possible to maximize the amount spent on students.

6.) Keep Schools Open Later. Facilities of Green Dot schools are kept open until at least 5:00pm daily to provide students with safe, enriching after school programs and to allow community groups offering quality services to the neighborhood to use the facilities.¹ A variety of after school programs such as clubs, sports, teacher office hours and homework clubs are provided to help with students' educational development and also give them a safe-haven after school when their neighborhoods can be particularly dangerous. Keeping schools open later also accommodates the schedules of working families as they know where their children are until they get off work. Allowing community groups to use schools facilities helps ensure that the local neighborhood takes ownership and responsibility for the school.

Recommended Practices

The Home Office of Green Dot Public Schools provides all Green Dot schools with Recommended Practices in order to ensure a consistent level of quality. Practices are provided in the areas of teaching methodologies, curriculum, student intervention, professional development, parent participation and school operations to help principals and teachers make the most informed decisions for their schools. Principals and teachers review the Recommended Practices and determine how much of the practices they will incorporate in their schools. There is a significant amount of consistency across Green Dot's schools as the majority of the Recommended Practices are implemented at all schools. Recommended Practices are disseminated primarily through two channels: 1) documentation provided by the Green Dot Home Office; and 2) professional development activities for school site staff.

If a school site chooses not to follow a Recommended Practice, they are required to provide a plan that describes why they are not following that practice and lay out the new practice the school site will employ and what it is based on (research, best practices, a new innovation, etc). School sites will always have the right not to follow the Home Office's Recommended Practices unless the school sites are not meeting their performance metrics. Green Dot's Recommended Practices are living practices and the Home Office is continually updating them based on successful innovations from within the Green Dot network and best practices being developed by other school operators. Through the process continual improvement, gaps in the Recommended Practices will be addressed and closed. Please see the section titled Curriculum and Program for more detail on the Recommended Practices.

¹ Stanton-Salazar, Ricardo D., Manufacturing Hope and Despair: The School and Kin Support Networks of U.S.-Mexican Youth (New York: Teachers College Press, 2001).

Expected School Wide Learning Results - Goals of the program¹

Expected School Wide Learning Results (ESLRs), designed in accordance with the Western Association of Schools and Colleges’ (WASC) *Focus on Learning Guide*, embody the goals and high expectations that are maintained for Green Dot students. Ánimo Charter Middle School #1’s ESLRs state that:

Every Ánimo Charter Middle School #1 graduate will be prepared to be **College - Directed Learners** who are:

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

Every Ánimo Charter Middle School #1 graduate will be prepared to be **Cultural Learners** who are:

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

Every Ánimo Charter Middle School #1 graduate will be prepared to be **Innovative Leaders** who are:

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

Every Ánimo Charter Middle School #1 graduate will be prepared to be **Life-Long Learners** who are:

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

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

Curriculum and Program - How the objective of enabling pupils to become self-motivated, competent, life-long learners are met by the school

It is the objective of Ánimo Charter Middle School #1 to enable pupils to become self-motivated, competent, life-long learners. A recommended curriculum is provided to all Green Dot schools to help ensure that each school offers a balanced, comprehensive curriculum. Included in the recommended curriculum are course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, teaching strategies and assessments that have been successful at Green Dot schools. The following curriculum, intervention programs, and school design represent the Green Dot “Recommended Practices” for Ánimo Charter Middle School #1’s academic program.

Recommended Curriculum

It is required that all Ánimo Charter Middle School #1 students take courses that are college-preparatory and are aligned with State Content Standards. All students are required to successfully complete required curriculum credits upon graduation from 8th grade. Our requirements emphasize the traditional subjects of Math, Science, English Language Arts, and Social Studies, as well as a variety of electives, and these subjects will be presented in ways that make them more responsive to the backgrounds and lives of our students.

Below is an outline of the current recommended curriculum. This curriculum will likely be followed at Ánimo Charter Middle School #1. Some adjustments may be made in certain courses as the principals and teachers make adjustments to adapt to the specific needs of their students. The process of adapting curriculum to the specific needs of a student population happens throughout the year as the Ánimo Charter Middle School #1 staff learns more about their students. Typically, teachers will consult with the Ánimo Charter Middle School #1 principal or assistant principal or other teachers as part of the adjustment process for their respective courses. The recommended curriculum is based upon California State standards for each content area, and State-adopted texts are used in all core areas. The scope of skills to be taught across grade levels is outlined below:

Outline of Ánimo Charter Middle School #1 Curriculum

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

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

Summary descriptions of grade level curriculum that will be offered at Ánimo Charter Middle School #1 can be found below.

Instruction

Students are in Humanities blocks of approximately 110 minutes which integrates reading, writing, speaking and listening with the study of history, however students will receive a separate grade for English and Social Studies. This structure provides teachers with enough time and flexibility to create powerful learning environments that allow students to use a range of content knowledge, reading strategies, social competencies, and written output to demonstrate their mastery of the Humanities curriculum. The scope and sequence of skills for each grade level and content area are described below.

Scope and Sequence

English Language Arts Scope and Sequence, Grades 6 – 8

Grade 6 English Language Arts	
<u>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</u>	
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	
<i>Word Recognition</i>	
1.1	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
<i>Vocabulary and Concept Development</i>	
1.2	Identify and interpret figurative language and words with multiple meanings.
1.3	Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
1.4	Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
1.5	Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).
<u>2.0 Reading Comprehension (Focus on Informational Materials)</u>	
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.	

Structural Features of Informational Materials

2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

2.2 Analyze text that uses the compare-and-contrast organizational pattern.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).

Expository Critique

2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

2.7 Make reasonable assertions about a text through accurate, supporting citations.

2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

Writing

1.0 Writing Strategies

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

Organization and Focus

1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

1.2 Create multiple-paragraph expository compositions:

- a. Engage the interest of the reader and state a clear purpose.
- b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
- c. Conclude with a detailed summary linked to the purpose of the composition.

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

Research and Technology

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

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

Evaluation and Revision

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

2.0 Writing Applications (Genres and Their Characteristics)

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

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

- 2.1 Write narratives:
 - a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
 - b. Include sensory details and concrete language to develop plot and character.
 - c. Use a range of narrative devices (e.g., dialogue, suspense).

2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):

- a. State the thesis or purpose.
- b. Explain the situation.
- c. Follow an organizational pattern appropriate to the type of composition.
- d. Offer persuasive evidence to validate arguments and conclusions as needed.

2.3 Write research reports:

<p>2.4</p> <p>2.5</p>	<p>a. Pose relevant questions with a scope narrow enough to be thoroughly covered.</p> <p>b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).</p> <p>c. Include a bibliography.</p> <p>Write responses to literature:</p> <p>a. Develop an interpretation exhibiting careful reading, understanding, and insight.</p> <p>b. Organize the interpretation around several clear ideas, premises, or images.</p> <p>c. Develop and justify the interpretation through sustained use of examples and textual evidence.</p> <p>Write persuasive compositions:</p> <p>a. State a clear position on a proposition or proposal.</p> <p>b. Support the position with organized and relevant evidence.</p> <p>c. Anticipate and address reader concerns and counterarguments.</p>
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Written and Oral English Language Conventions

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

1.0 Written and Oral English Language Conventions

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

Sentence Structure

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

Grammar

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

Punctuation

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

Capitalization

1.4 Use correct capitalization.

Spelling

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

Listening and Speaking

1.0 Listening and Speaking Strategies

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

Comprehension

1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).

1.2 Identify the tone, mood, and emotion conveyed in the oral communication.

1.3 Restate and execute multiple-step oral instructions and directions.

Organization and Delivery of Oral Communication

1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.

1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.

1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.

1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

Analysis and Evaluation of Oral and Media Communications

1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.

1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.

2.0 Speaking Applications (Genres and Their Characteristics)

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

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

2.1 Deliver narrative presentations:

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

Grade 7 English Language Arts

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

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

Vocabulary and Concept Development

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

2.0 Reading Comprehension (Focus on Informational Materials)

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

Structural Features of Informational Materials

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

Comprehension and Analysis of Grade-Level-Appropriate Text

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

Expository Critique

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

3.0 Literary Response and Analysis

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

Structural Features of Literature

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

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

Literary Criticism

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

Writing

1.0 Writing Strategies

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

Organization and Focus

1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

Research and Technology

1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision

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

2.0 Writing Applications (Genres and Their Characteristics)

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

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

2.1 Write fictional or autobiographical narratives:

- a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
- b. Develop complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

2.2 Write responses to literature:

- a. Develop interpretations exhibiting careful reading, understanding, and insight.
- b. Organize interpretations around several clear ideas, premises, or images from the literary work.
- c. Justify interpretations through sustained use of examples and textual evidence.

2.3 Write research reports:

- a. Pose relevant and tightly drawn questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries).

<p>d. Document reference sources by means of footnotes and a bibliography.</p> <p>2.4 Write persuasive compositions:</p> <p>a. State a clear position or perspective in support of a proposition or proposal.</p> <p>b. Describe the points in support of the proposition, employing well-articulated evidence.</p> <p>c. Anticipate and address reader concerns and counterarguments.</p> <p>2.5 Write summaries of reading materials:</p> <p>a. Include the main ideas and most significant details.</p> <p>b. Use the student's own words, except for quotations.</p> <p>c. Reflect underlying meaning, not just the superficial details.</p>
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Written and Oral English Language Conventions

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

1.0 Written and Oral English Language Conventions

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

Sentence Structure

1.1 Place modifiers properly and use the active voice.

Grammar

1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.

1.3 Identify all parts of speech and types and structure of sentences.

1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

Punctuation

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

Capitalization

1.6 Use correct capitalization.

Spelling

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

Listening and Speaking

1.0 Listening and Speaking Strategies

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

Comprehension

1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.

1.2 Determine the speaker's attitude toward the subject.

1.3 Respond to persuasive messages with questions, challenges, or affirmations.

Organization and Delivery of Oral Communication

1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.

1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

Analysis and Evaluation of Oral and Media Communications

1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.

1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

2.0 Speaking Applications (Genres and Their Characteristics)

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

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

2.1 Deliver narrative presentations:

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

Grade 8 English Language Arts

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

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

Vocabulary and Concept Development

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

2.0 Reading Comprehension (Focus on Informational Materials)

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

Structural Features of Informational Materials

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

Comprehension and Analysis of Grade-Level-Appropriate Text

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

Expository Critique

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

3.0 Literary Response and Analysis

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

Structural Features of Literature

<p>3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet). <i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p>3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.</p> <p>3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</p> <p>3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</p> <p>3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</p> <p>3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</p> <p><i>Literary Criticism</i></p> <p>3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)</p>	<p>forms of</p>
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Writing

1.0 Writing Strategies

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

Organization and Focus

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

Research and Technology

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

Evaluation and Revision

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

2.0 Writing Applications (Genres and Their Characteristics)

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

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

- 2.1 Write biographies, autobiographies, short stories, or narratives:
 - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
 - b. Reveal the significance of, or the writer's attitude about, the subject.
 - c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
- 2.2 Write responses to literature:
 - a. Exhibit careful reading and insight in their interpretations.
 - b. Connect the student's own responses to the writer's techniques and to specific textual references.
 - c. Draw supported inferences about the effects of a literary work on its audience.
 - d. Support judgments through references to the text, other works, other authors, or to personal knowledge.
- 2.3 Write research reports:
 - a. Define a thesis.
 - b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
 - c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
 - d. Organize and display information on charts, maps, and graphs.
- 2.4 Write persuasive compositions:

<p>a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</p> <p>b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.</p> <p>c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.</p> <p>2.5 Write documents related to career development, including simple business letters and job applications:</p> <p>a. Present information purposefully and succinctly and meet the needs of the intended audience.</p> <p>b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).</p> <p>2.6 Write technical documents:</p> <p>a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.</p> <p>b. Include all the factors and variables that need to be considered.</p> <p>c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.</p>
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Written and Oral English Language Conventions

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

1.0 Written and Oral English Language Conventions

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

Sentence Structure

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

Grammar

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

Punctuation and Capitalization

- 1.5 Use correct punctuation and capitalization.

Spelling

- 1.6 Use correct spelling conventions.

Listening and Speaking

1.0 Listening and Speaking Strategies

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

Comprehension

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

Organization and Delivery of Oral Communication

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

Analysis and Evaluation of Oral and Media Communications

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

2.0 Speaking Applications (Genres and Their Characteristics)

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

<p>organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p> <p>Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Deliver narrative presentations (e.g., biographical, autobiographical):</p> <ol style="list-style-type: none"> Relate a clear, coherent incident, event, or situation by using well-chosen details. Reveal the significance of, and the subject's attitude about, the incident, event, or situation. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). <p>2.2 Deliver oral responses to literature:</p> <ol style="list-style-type: none"> Interpret a reading and provide insight. Connect the students' own responses to the writer's techniques and to specific textual references. Draw supported inferences about the effects of a literary work on its audience. Support judgments through references to the text, other works, other authors, or personal knowledge. <p>2.3 Deliver research presentations:</p> <ol style="list-style-type: none"> Define a thesis. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate. Use a variety of primary and secondary sources and distinguish the nature and value of each. Organize and record information on charts, maps, and graphs. <p>2.4 Deliver persuasive presentations:</p> <ol style="list-style-type: none"> Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements. Maintain a reasonable tone. <p>2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.</p>

History/ Social Science Scope and Sequence, Grades 6 – 8

<p>Grade 6 World History and Geography: Ancient Civilizations</p>
<p>Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.</p> <p>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> Describe the hunter-gatherer societies, including the development of tools and the use of fire. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. <p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

4. Know the significance of Hammurabi's Code.
5. Discuss the main features of Egyptian art and architecture.
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.
7. Understand the significance of Queen Hatshepsut and Ramses the Great.
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
9. Trace the evolution of language and its written forms.

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

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

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

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

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

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

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

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve

<p>them.</p> <ol style="list-style-type: none"> List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations. Describe the diffusion of Buddhism northward to China during the Han Dynasty. <p>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty). Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation). Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

Grade 7 World History and Geography: Medieval and Early Modern Times

<p><u>World History and Geography: Medieval and Early Modern Times</u></p> <p>Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500Ð 1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.</p> <p>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <ol style="list-style-type: none"> Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news). Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development
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of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

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

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

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

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.
3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.
6. Describe the development of the imperial state and the scholar-official class.

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

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

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

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

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

1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.
8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

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

1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.
2. Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery.

3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
4. Describe the artistic and oral traditions and architecture in the three civilizations.
5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

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

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

7.9 Students analyze the historical developments of the Reformation.

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

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

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

<p>scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.</p> <p>7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).</p> <ol style="list-style-type: none"> 1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview. 2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent. 3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers. 4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity. 5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders). 6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.
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<p>Grade 8 United States History and Geography</p>
<p><u>United States History and Geography: Growth and Conflict</u></p> <p>Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.</p> <p>8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.</p> <ol style="list-style-type: none"> 1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor. 2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights"). 3. Analyze how the American Revolution affected other nations, especially France. 4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions. <p>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</p> <ol style="list-style-type: none"> 1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.

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

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

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
7. Understand the functions and responsibilities of a free press.

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

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

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

1. Understand the political and economic causes and consequences of the War of 1812 and know the

major battles, leaders, and events that led to a final peace.

2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

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

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

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

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

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

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion,

including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

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

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

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

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

8.11 Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
8. Identify the characteristics and impact of Grangerism and Populism.
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

Mathematics Scope and Sequence, Grades 6th – 8th

Grade 6 General Math, Math Foundations 6

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

equations.

Number Sense

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

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

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

- 2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.
- 2.2 Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., $5/8 \div 15/16 = 5/8 \times 16/15 = 2/3$).
- 2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations that use positive and negative integers and combinations of these operations.
- 2.4 Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).

Algebra and Functions

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

- 1.1 Write and solve one-step linear equations in one variable.
- 1.2 Write and evaluate an algebraic expression for a given situation, using up to three variables.
- 1.3 Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.
- 1.4 Solve problems manually by using the correct order of operations or by using a scientific calculator.

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

proportions:

- 2.1 Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).
- 2.2 Demonstrate an understanding that *rate* is a measure of one quantity per unit value of another quantity.
- 2.3 Solve problems involving rates, average speed, distance, and time.

3.0 Students investigate geometric patterns and describe them algebraically:

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

Measurement and Geometry

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

- 1.1 Understand the concept of a constant such as π ; know the formulas for the circumference and area of a circle.
- 1.2 Know common estimates of π (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.
- 1.3 Know and use the formulas for the volume of triangular prisms and cylinders (area of base x height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.

2.0 Students identify and describe the properties of two-dimensional figures:

- 2.1 Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.
- 2.2 Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.
- 2.3 Draw quadrilaterals and triangles from given information about them (e.g., a quadrilateral having equal sides but no right angles, a right isosceles triangle).

Statistics, Data Analysis, and Probability

1.0 Students compute and analyze statistical measurements for data sets:

- 1.1 Compute the range, mean, median, and mode of data sets.
- 1.2 Understand how additional data added to data sets may affect these computations of measures of central tendency.
- 1.3 Understand how the inclusion or exclusion of outliers affects measures of central

tendency.

1.4 Know why a specific measure of central tendency (mean, median) provides the most useful information in a given context.

2.0 Students use data samples of a population and describe the characteristics and limitations of the samples:

2.1 Compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample.

2.2 Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.

2.3 Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.

2.4 Identify data that represent sampling errors and explain why the sample (and the display) might be biased.

2.5 Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.

3.0 Students determine theoretical and experimental probabilities and use these to make predictions about events:

3.1 Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.

3.2 Use data to estimate the probability of future events (e.g., batting averages or number of accidents per mile driven).

3.3 Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if P is the probability of an event, $1 - P$ is the probability of an event not occurring.

3.4 Understand that the probability of either of two disjoint events occurring is the sum of the two individual probabilities and that the probability of one event following another, in independent trials, is the product of the two probabilities.

3.5 Understand the difference between independent and dependent events.

Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

1.2 Formulate and justify mathematical conjectures based on a general description of the

mathematical question or problem posed.

1.3 Determine when and how to break a problem into simpler parts.

2.0 Students use strategies, skills, and concepts in finding solutions:

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

2.4 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.5 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

2.6 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

2.7 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students move beyond a particular problem by generalizing to other situations:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 Develop generalizations of the results obtained and the strategies used and apply them in new problem situations.

Grade 7 Pre-Algebra, Pre-Algebra Honors, Math Foundations 7

By the end of grade seven, students are adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know the Pythagorean theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

Number Sense

1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms:

- 1.1 Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.
- 1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
- 1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
- 1.4 Differentiate between rational and irrational numbers.
- 1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.
- 1.6 Calculate the percentage of increases and decreases of a quantity.
- 1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

2.0 Students use exponents, powers, and roots and use exponents in working with fractions:

- 2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.
- 2.2 Add and subtract fractions by using factoring to find common denominators.
- 2.3 Multiply, divide, and simplify rational numbers by using exponent rules.
- 2.4 Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why.
- 2.5 Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.

Algebra and Functions

1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:

- 1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).
- 1.2 Use the correct order of operations to evaluate algebraic expressions such as $3(2x + 5)^2$.
- 1.3 Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.
- 1.4 Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.
- 1.5 Represent quantitative relationships graphically and interpret the meaning of a specific

part of a graph in the situation represented by the graph.

2.0 Students interpret and evaluate expressions involving integer powers and simple roots:

2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.

2.2 Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent.

3.0 Students graph and interpret linear and some nonlinear functions:

3.1 Graph functions of the form $y = nx^2$ and $y = nx^3$ and use in solving problems.

3.2 Plot the values from the volumes of three-dimensional shapes for various values of the edge lengths (e.g., cubes with varying edge lengths or a triangle prism with a fixed height and an equilateral triangle base of varying lengths).

3.3 Graph linear functions, noting that the vertical change (change in y - value) per unit of horizontal change (change in x - value) is always the same and know that the ratio ("rise over run") is called the slope of a graph.

3.4 Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.

4.0 Students solve simple linear equations and inequalities over the rational numbers:

4.1 Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.

4.2 Solve multi step problems involving rate, average speed, distance, and time or a direct variation.

Measurement and Geometry

1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems:

1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).

1.2 Construct and read drawings and models made to scale.

1.3 Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.

2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale:

- 2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.
- 2.2 Estimate and compute the area of more complex or irregular two-and three-dimensional figures by breaking the figures down into more basic geometric objects.
- 2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.
- 2.4 Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units (1 square foot = 144 square inches or $[1 \text{ ft}^2] = [144 \text{ in}^2]$, 1 cubic inch is approximately 16.38 cubic centimeters or $[1 \text{ in}^3] = [16.38 \text{ cm}^3]$).

3.0 Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:

- 3.1 Identify and construct basic elements of geometric figures (e.g., altitudes, mid-points, diagonals, angle bisectors, and perpendicular bisectors; central angles, radii, diameters, and chords of circles) by using a compass and straightedge.
- 3.2 Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their image under translations and reflections.
- 3.3 Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.
- 3.4 Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.
- 3.5 Construct two-dimensional patterns for three-dimensional models, such as cylinders, prisms, and cones.
- 3.6 Identify elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).

Statistics, Data Analysis, and Probability

1.0 Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program:

- 1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.
- 1.2 Represent two numerical variables on a scatter plot and informally describe how the data points are distributed and any apparent relationship that exists between the two

variables (e.g., between time spent on homework and grade level).

1.3 Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.

1.3 Determine when and how to break a problem into simpler parts.

2.0 Students use strategies, skills, and concepts in finding solutions:

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

2.4 Make and test conjectures by using both inductive and deductive reasoning.

2.5 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.6 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

2.7 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

2.8 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

Grade 8 Essentials for Algebra, Algebra 1, Math Foundations 8

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:

1.1 Students use properties of numbers to demonstrate whether assertions are true or false.

2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.

3.0 Students solve equations and inequalities involving absolute values.

4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.

5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

6.0 Students graph a linear equation and compute the x - and y -intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).

7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.

8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.

12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

14.0 Students solve a quadratic equation by factoring or completing the square.

15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.

17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.

18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.

19.0 Students know the quadratic formula and are familiar with its proof by completing the square.

20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.

21.0 Students graph quadratic functions and know that their roots are the x -intercepts.

22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x -axis in zero, one, or two points.

23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

24.0 Students use and know simple aspects of a logical argument:

24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

24.2 Students identify the hypothesis and conclusion in logical deduction.

24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:

25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.

25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.

25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

Science Scope and Sequence, Grades 6th – 8th

Grade 6 Earth Science

Plate Tectonics and Earth's Structure

1. Plate tectonics accounts for important features of Earth's surface and major geologic events. As a

basis for understanding this concept:

- a. Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.
- b. Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.
- c. Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
- d. Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.
- e. Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.
- f. Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.
- g. Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.

Shaping Earth's Surface

2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:
 - a. Students know water running downhill is the dominant process in shaping the landscape, including California's landscape.
 - b. Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.
 - c. Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
 - d. Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

- a. Students know that when fuel is consumed, most of the energy released becomes heat energy.
- b. Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).
- c. Students know heat energy is also transferred between objects by radiation (radiation can travel through space).

Heat (Thermal Energy) (Physical Sciences)

4. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:
 - a. Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.

Energy in the Earth System

4. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:
 - a. Students know the sun is the major source of energy for phenomena on Earth's surface; it

- powers winds, ocean currents, and the water cycle.
- b. Students know solar energy reaches Earth through radiation, mostly in the form of visible light.
 - c. Students know heat from Earth's interior reaches the surface primarily through convection.
 - d. Students know convection currents distribute heat in the atmosphere and oceans.
 - e. Students know differences in pressure, heat, air movement, and humidity result in changes of weather.

Ecology (Life Sciences)

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:
 - a. Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
 - b. Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
 - c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem.
 - d. Students know different kinds of organisms may play similar ecological roles in similar biomes.
 - e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Resources

6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:
 - a. Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.
 - b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.
 - c. Students know the natural origin of the materials used to make common objects.

Investigation and Experimentation

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - a. Develop a hypothesis.
 - b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
 - c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.
 - d. Communicate the steps and results from an investigation in written reports and oral

- presentations.
- e. Recognize whether evidence is consistent with a proposed explanation.
 - f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.
 - g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).
 - h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hill slope).

Grade 7 Life Science

- Cell Biology**
1. All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept:
 - a. Students know cells function similarly in all living organisms.
 - b. Students know the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.
 - c. Students know the nucleus is the repository for genetic information in plant and animal cells.
 - d. Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.
 - e. Students know cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.
 - f. Students know that as multicellular organisms develop, their cells differentiate.

- Genetics**
2. A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:
 - a. Students know the differences between the life cycles and reproduction methods of sexual and asexual organisms.
 - b. Students know sexual reproduction produces offspring that inherit half their genes from each parent.
 - c. Students know an inherited trait can be determined by one or more genes.
 - d. Students know plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.
 - e. Students know DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.

- Evolution**
3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:
 1. Students know both genetic variation and environmental factors are causes of evolution

and diversity of organisms.

2. Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.
3. Students know how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.
4. Students know how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.
5. Students know that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.

Earth and Life History (Earth Sciences)

4. Evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept:
 - a. Students know Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.
 - b. Students know the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.
 - c. Students know that the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally on the bottom.
 - d. Students know that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.
 - e. Students know fossils provide evidence of how life and environmental conditions have changed.
 - f. Students know how movements of Earth's continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.
 - g. Students know how to explain significant developments and extinctions of plant and animal life on the geologic time scale.

Structure and Function in Living Systems

5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept:
 - a. Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.
 - b. Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.
 - c. Students know how bones and muscles work together to provide a structural framework for movement.
 - d. Students know how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.
 - e. Students know the function of the umbilicus and placenta during pregnancy.
 - f. Students know the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.
 - g. Students know how to relate the structures of the eye and ear to their functions.

Physical Principles in Living Systems (Physical Sciences)

6. Physical principles underlie biological structures and functions. As a basis for understanding this concept:
 - a. Students know visible light is a small band within a very broad electromagnetic spectrum.
 - b. Students know that for an object to be seen, light emitted by or scattered from it must be detected by the eye.
 - c. Students know light travels in straight lines if the medium it travels through does not change.
 - d. Students know how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.
 - e. Students know that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.
 - f. Students know light can be reflected, refracted, transmitted, and absorbed by matter.
 - g. Students know the angle of reflection of a light beam is equal to the angle of incidence.
 - h. Students know how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).
 - i. Students know how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.
 - j. Students know that contractions of the heart generate blood pressure and that heart valves prevent back flow of blood in the circulatory system.

Investigation and Experimentation

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
 - b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.
 - c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.
 - d. Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure).
 - e. Communicate the steps and results from an investigation in written reports and oral presentations.

Grade 8 Physical Science

Motion

1. The velocity of an object is the rate of change of its position. As a basis for understanding this concept:
 - a. Students know position is defined in relation to some choice of a standard reference point and a set of reference directions.

- b. Students know that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.
- c. Students know how to solve problems involving distance, time, and average speed.
- d. Students know the velocity of an object must be described by specifying both the direction and the speed of the object.
- e. Students know changes in velocity may be due to changes in speed, direction, or both.
- f. Students know how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.

Forces

- 2. Unbalanced forces cause changes in velocity. As a basis for understanding this concept:
 - a. Students know a force has both direction and magnitude.
 - b. Students know when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
 - c. Students know when the forces on an object are balanced, the motion of the object does not change.
 - d. Students know how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
 - e. Students know that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).
 - f. Students know the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.
 - g. Students know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.

Structure of Matter

- 3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:
 - a. Students know the structure of the atom and know it is composed of protons, neutrons, and electrons.
 - b. Students know that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.
 - c. Students know atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.
 - d. Students know the states of matter (solid, liquid, gas) depend on molecular motion.
 - e. Students know that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.
 - f. Students know how to use the periodic table to identify elements in simple compounds.

Earth in the Solar System (Earth Sciences)

- 4. The structure and composition of the universe can be learned from studying stars and galaxies and

their evolution. As a basis for understanding this concept:

- a. Students know galaxies are clusters of billions of stars and may have different shapes.
- b. Students know that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.
- c. Students know how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.
- d. Students know that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.
- e. Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.

Reactions

- 5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept:
 - a. Students know reactant atoms and molecules interact to form products with different chemical properties.
 - b. Students know the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.
 - c. Students know chemical reactions usually liberate heat or absorb heat.
 - d. Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.
 - e. Students know how to determine whether a solution is acidic, basic, or neutral.

Chemistry of Living Systems (Life Sciences)

- 6. Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept:
 - a. Students know that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms.
 - b. Students know that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.
 - c. Students know that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA.

Periodic Table

- 7. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept:
 - a. Students know how to identify regions corresponding to metals, nonmetals, and inert gases.
 - b. Students know each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.
 - c. Students know substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.

Density and Buoyancy

8. All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept:
 - a. Students know density is mass per unit volume.
 - b. Students know how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.
 - c. Students know the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.
 - d. Students know how to predict whether an object will float or sink.

Investigation and Experimentation

9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - a. Plan and conduct a scientific investigation to test a hypothesis.
 - b. Evaluate the accuracy and reproducibility of data.
 - c. Distinguish between variable and controlled parameters in a test.
 - d. Recognize the slope of the linear graph as the constant in the relationship $y=kx$ and apply this principle in interpreting graphs constructed from data.
 - e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.
 - f. Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including speed = distance/time, density = mass/volume, force = pressure \times area, volume = area \times height).
 - g. Distinguish between linear and nonlinear relationships on a graph of data.

Electives, Grades 6th – 8th

Spanish 1

Spanish 1 students are introduced to the basics of the Spanish language. A large emphasis will be placed on the present tense throughout the year. Through individual work and group activities, students will have the ability to carry on a simple Spanish conversation and will also gain the cultural richness and diversity of the Spanish-speaking world. Students will be prepared to enter Spanish 2 in high school.

Spanish for Native Speakers 1

In this class, native speakers will develop and improve reading, writing, and grammar skills through various readings, writing assignments, class discussions and group projects while learning to appreciate the depth and diversity of Hispanic culture, both in the United States and abroad. Special attention will be given to spelling, vocabulary of standard Spanish, and accents. Students will also read poetry, short stories, and novels in Spanish.

Computers/ Technology

The objective of this course is to empower the student to use technology and computer skills to achieve success today and in the future. These skills include learning programs such as Word, PowerPoint, and Excel, as well as research and knowledge of the World Wide Web. In addition students will learn to create and design their own personal Web pages.

Community Service/ Leadership

The objective of this course is two-fold. It is to instill a sense of community through service of others, in and outside of school and empower students to develop leadership skills in different capacities. This elective gives opportunities for students to be engaged in an activity to integrate their learning from the academic setting. Through school beautification projects, support for those who less privileged and work in non-profit organizations, students will increase their personal and social responsibility for the school and their community. Students will also be guided through a Jefferson-discovery of what it means to be a citizen/resident of the United States and why leadership is necessary in this country and community. For this we will look at how public policy functions or has functioned in the world, specifically California and their local community of South Los Angeles.

Visual Art

In art class, students will process, analyze and respond to sensory information through the language and skills unique to the visual arts. They will create, perform, and participate in the visual arts and learn to understand the visual arts in relation to history and culture. In addition, students will respond to, analyze, and make judgments about the visual arts. Lastly, students will connect and apply what is learned in the visual arts to other art forms and subject areas.

Physical Education

The objectives of this course are for students to demonstrate the ability to make healthy choices, responsible personal and social behavior, understand and apply the rules of multiple sports, and how the individual contributions lend themselves to the success of a team. Ánimo Charter Middle School #1 will encourage a physically active lifestyle.

Music

Students will create, perform and participate in music. They will develop an understanding of the historical contribution and cultural dimensions of music, and make connections to other art forms and subject areas.

Dance

Students will create, perform and participate in dance. They will develop an understanding of the historical contribution and cultural dimensions of dance, and make connections to other art forms and subject areas.

Conflict/ Peer Mediation

Students will learn how to address conflict in a pro-active manner. Students will achieve an understanding of one another's needs and resolve them through effective communication and problem-solving. This course is meant to promote better understanding between different students on campus, while strengthening

a positive culture and community in the school.

Reading

During this twenty minute addition to Period 2 four days a week, students will be given the freedom to read a reading-level appropriate novel of their choice. By including a structured, designated time for reading, students will develop a passion for reading while strengthening their reading, writing, and vocabulary development

Advisory Course

The Advisory serves two purposes: academic and social-emotional support. Students attend Advisories four days a week for 40 minutes in each session. Students remain in the same advisory group with the same teacher for all three years to maintain a tighter sense of community. These classes are particularly important for the student population Green Dot serves as many of the students have had little exposure to rigorous academic programs and are not familiar with what it takes to get into college. Students discuss issues related to the pressures of being a young adult in middle school, including but not limited to: puberty, relationships, mental health, family, substance abuse, etc. Students also receive support from their advisor and peers in preparing them for the entire academic trajectory (successfully navigating through middle school, high school and college). Students are taught different study skill strategies, test taking strategies, and communication tools that will enable them to succeed in their middle school academic career. Students will also engage in projects where they learn about themselves, high school and college options. All students are encouraged to learn about the college process as they are encouraged to think beyond high school in an effort to realize that the tools they gain today will be beneficial in the near future. Students are encouraged to succeed academically in all of their classes with the realization that everything does matter.

Academic Support and Intervention

The following are some of the intervention and support programs built into Green Dot’s recommended school model:

- Summer Bridge Program: Typically a two and a half to five week mandatory summer session held for incoming sixth graders. These students will also be assessed to give greater depth and understanding of the needs of the students, while making necessary adjustments to the master schedule to better accommodate them. Students receive standards-based instruction in Math and English Language Arts and are acclimated to the culture and expectations of a Green Dot school. Students will engage in culture-building exercises that promote a positive community of trust and respect. Social and personal issues will also be surfaced in small group settings complemented with educational field trips. Students in all grade levels will participate in a summer bridge program if they do not meet grade level benchmarks as well as students that are seeking enrichment programs to promote their ongoing academic and social development.

- Reading Intervention Program: Read 180, a standards-aligned program for reading is provided to students who test low in reading. Typically, Read 180 is given to students as an elective.
- Math Tutorial: Students struggling in Math receive intervention through small group and personalized attention from their Math teacher. Utilizing a group tutorial structure, students pose questions in a small group setting to support their classmates in solving Math problems. A number of Green Dot schools provide after-school tutoring through the Information Sciences Institute affiliated with the School of Engineering at the University of Southern California.
- English Language Development: ELD classes are provided for students who score at the Beginning or Early Intermediate levels on the California English Language Development Test. Based on the California ELD standards, these classes aim to improve the English listening, speaking, reading and writing skills of beginning students to at least Intermediate proficiency. A more comprehensive description of the ELD program will be addressed below.
- Special Needs/ Academic Success: Designated Special Education students will be provided extra support to reflect the needs outlined in the IEP and in all of their academic courses through one-on-one instruction, group support and guided instruction.
- Guided Study: All students who do not complete their homework or struggle with it are required to attend Guided Study after school where a teacher helps them with their work. All assignments must be turned in the following day.
- Homework Club: Students who are struggling with a particular class or simply want more support in a subject can attend homework club, which is offered for an hour every day after school and run by a credentialed teacher and/or college interns.
- Office Hours: Teachers hold office hours twice a week after school to provide students with additional support.

Technology Focus

Technology is widely used at all Green Dot schools to drive higher levels of achievement and prepare students for the information driven economy of the 21st Century. It is also used as a critical tool for gathering data for school management. At each of its schools, Green Dot invests in technology in the following areas:

- All Green Dots schools are networked and laptops are made available to students to use;
- Each teacher is provided with a laptop and given training on effectively using technology in the classroom;
- Courses often include Web-based research projects and assignments;
- A technology elective class is included in recommended curriculum to train students on computers and different software programs;
- A Web-based student information and school management system (PowerSchool) is implemented at Green Dot and is used by all schools; and
- Phones and walkie-talkies are provided to all employees to provide greater accessibility for parents and to ensure rapid responses to incidents on campus.

Extensive Professional Development¹

Professional development for teachers and school site leaders is a critical component of Green Dot's school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction (Lieberman). Scheduled into the daily routine at Ánimo Charter Middle School #1, professional development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals.

For teachers, professional development activities at Ánimo Charter Middle School #1 will be based on the recommended practices of Green Dot, which may include:

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

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

- Coaching: Cluster Directors provide individualized coaching sessions for each school site administrator twice a month. These coaching sessions are focused on the supervision of instruction.
- Key Results: Cluster Directors facilitate a Key Results session at one of their schools each month. During these sessions, the principals within the cluster go to another school in the cluster for 3 hours. During this time, the host principal provides a focus question for the session centered on instruction. Principals walk through classrooms with this focus question in mind and provide the host

¹ Meier, Deborah, In Schools We Trust (Boston: Beacon Press, 2002).

principal with feedback about this focus question. These sessions help principals share ideas with regards to the supervision of instruction and all principals to generate next steps to be taken at their school sites as a result of what they see at the host school.

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

The staff development model used at CHS also combines components of Fullan and Rolheiser-Bennett’s (1990) focus on teachers-as-learners (including classroom teachers, the principal, and assistant principal), with their view that talented and passionate teachers are often the best peer trainers available. To ensure the ongoing development of best practices, staff learning at CHS also includes the following components:

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

Staff development meetings usually occur each Wednesday morning. Research based instructional frameworks include active learning, brain based teaching and learning, differentiated instruction and sheltered instruction to ensure the success of all students at high levels. Research base is provided by numerous books, videos, and articles (for example, articles from the Association of Supervision and Curriculum Development) as well as conferences and seminars. Ánimo Charter Middle School #1 and other Green Dot school have used books in staff development including: *101 Active Learning Strategies*

(Mel Silberman), *Teaching With The Brain In Mind* (Eric Jensen), *Classroom Instruction That Works* (Marzano, Pickering, Pollock), among others. Teachers attend numerous conferences that include: Successful Inclusion Strategies (Susan Fitzell), Engaging Students Through Block Scheduling (Louis Mangione), Vocabulary Development Strategies That Boost Reading and Learning Across All Subject Areas (Kate Kinsella) among many others.

Students are grouped in heterogeneous classrooms where all teachers utilize differentiated instruction. Teachers are expected to use an appropriate mix of direct instruction, cooperative learning and individual student practice for all lessons. Teacher professional development is focused heavily on observations and using data to inform instruction, aligning curriculum with State standards, and assessing student mastery of standards on an ongoing basis. Research has shown that the methods described above are most effective for high school students, especially students who arrive with lower levels of preparation for rigorous academic study. We believe the combination of a college-preparatory, standards-based curriculum and teacher professional development based on these methods ensure that all students meet or exceed State standards.

In subject areas identified as weak, whether through STAR assessments or other methods, Green Dot and Ánimo Charter Middle School #1 will work together to provide enhanced and targeted professional development to improve performance. Math instruction, for example, has been identified as an area of improvement for Green Dot schools as a whole. In this instance, Green Dot and its schools have initiated a comprehensive effort to improve instruction including the hiring of a math coordinator to mentor all Green Dot math teachers.

Students will be grouped in heterogeneous classrooms where all teachers will utilize differentiated instruction.¹ Teachers are expected to use an appropriate mix of direct instruction, cooperative learning and individual student practice for all lessons.² Teacher professional development is focused heavily on observations and using data to inform instruction, aligning curriculum with State standards, and assessing student mastery of standards on an ongoing basis. Research has shown that the methods described above are most effective for and middle school students, especially students who arrive with lower levels of preparation for rigorous academic study.³ We believe the combination of a college-preparatory, standards-based curriculum and teacher professional development based on these methods will ensure that all students meet or exceed State standards.

¹ Lotan, R. A. and J. A. Whitcomb, Introduction. In J. Shulman, R. A. Lotan, & J. A. Whitcomb (Eds.), *Groupwork In Diverse Classrooms: A Casebook for Educators* (New York: Teachers College Press, 1998).

² Boss, S. and J. Krauss, *Reinventing Project-Based Learning: Your Field Guide to Real-World Projects in the Digital Age* (Eugene: International Society for Technology in Education, 2007).

³ "Taking Center Stage-Act II (TCSII): Ensuring Success and Closing the Achievement Gap for All of California's Middle Grades Students," California Department of Education, 21 July 2009
<<http://pubs.cde.ca.gov/tcsii/recommendations.aspx>>

Closing the Gap – (Specific goals for providing and ensuring equal access to academically low achieving students)

Ánimo Charter Middle School #1 is committed to serving academically low achieving students. As with other Green Dot schools, Ánimo Charter Middle School #1 expects that many (if not the majority) of its students may be classified as “low achieving.” As such, Ánimo Charter Middle School #1’s curriculum and program is adapted to improve performance for traditionally low achieving students. Ánimo Charter Middle School #1 has a simple, but specific goal to ensure that all students are prepared for success in college, leadership and life. In fact, Ánimo Charter Middle School #1’s goals for academically low achieving students are the same as its goals for its entire student body. For more information on these goals, please see the section titled “Measurable Student Objectives” and the ESLRs listed in this charter petition. Ánimo Charter Middle School #1 ensures that all students identified as low achieving have equal access to a rigorous, college-preparatory education through the following means (also see the section for “Academic Support and Intervention”):

- Ánimo Charter Middle School #1 assesses all students after enrollment in the Summer Bridge Program to determine learning strengths and weakness, as well as overall proficiency in core subjects. Tests used may include the Read 180 Student Reading Inventory Diagnostic Test and the UCLA Math Diagnostic Test.
- Identified students are immediately enrolled in remediation programs to accelerate learning, such as Read 180 and Riverdeep, which are standards aligned computer based programs for reading and math respectively.
- Low achieving students are also provided remediation during the Summer Bridge program, Advisory, Math Tutorial, Special Needs/ Academic Success and through Guided Study (an after school program for students who do not complete their homework or struggle with it).

Students Who Are Socio-Economically Disadvantaged

The majority of students in the target population are socio-economically disadvantaged. The school’s academic program is inherently formulated to address the needs of these students. Specific intervention programs include:

- Summer Bridge – Mandatory multi-week summer program that acclimates students to the Ánimo Charter Middle School #1 culture of middle school, high expectations, the development of a trusting community, and enrolling in a Math and English Language Arts courses in the mornings. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and needs for social-emotional support.
- Math tutorial – Student who are non-proficient in Math and/or recommended by their Math teachers will receive an additional period of Math support, where their teacher and tutors will work on skill building through their current curriculum, as well as remediation strategies to strengthen skills in group tutorial and one-on-one formats.
- Habits of Work and Mind in Advisory – All students will be taught specific strategies on how to better succeed in their classes through organizing, note-taking, reading strategies, time management, group work, asking for help, etc. Students will also assess the strengths and weaknesses in various aspects of their

academic and social/personal development, analyzing and synthesizing specific strategies to meet those goals.

- Habits of Heart in Advisory – Advisors will consistently support students in developing characteristics of leadership, compassion, selflessness, stewardship, perseverance, and hope for themselves and others. Through group bonding activities, students will trust their fellow advisees as support network for their personal and social/emotional development.

English Language Learners

Ánimo Charter Middle School #1 will meet all applicable legal requirements for English Learners (“EL”) as they pertain to the initial testing of students in their primary language and to the notification of annual testing results to parents. Parents shall also be kept properly informed regarding student identification, placement, program options including ELD, sheltered core content instruction and waiver for primary language content instruction, teacher qualifications and training, re-classification to fluent English proficient status, our monitoring and evaluating program effectiveness, and standardized testing requirements. Each English Learner with disabilities will be assessed for English proficiency using accommodations and modifications as set out in the IEP or Section 504 plan. Ánimo Charter Middle School #1 will implement policies to assure proper placement, evaluation, and communication regarding ELs as well as the rights of students and parents. The EL program is research-based and supported by the resources of Ánimo Charter Middle School #1.

The home language survey will be given upon a student’s initial enrollment into Ánimo Charter Middle School #1 (on enrollment forms).

CELDT Testing

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

Ánimo Charter Middle School #1 shall notify all parents of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Strategies for English Learner Instruction and Intervention

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

EL students will be placed in one of the following classes to support their education: an ESL Level 1, 2, 3 or 4 class; Sheltered English; or a regular English class with Specially Designed Academic Instruction in English (SDAIE) support. ESL classes will use the standards-based Hampton-Brown Edge ELD program for middle school students. In addition, all teachers will be trained in SDAIE techniques. All teachers will have a CLAD

certification or a California Commission on Teacher Credentialing (“CCTC”) recognized equivalent.

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

1. Assess English Language Proficiency
 - Use most recent available CELDT data.
 - Student must score Early Advanced or Advanced OVERALL.
 - No more than one subtest (Listening or Speaking or Reading or Writing) is intermediate.

2. Compare Student’s Performance in Basic Skills
 - Use most recent available test data.
 - If recent test data is not available, wait until the following year to consider for reclassification
 - Student’s scores BASIC or above on CST-ELA; or

3. Obtain Teacher Evaluation: Check most recent English Language Arts grade
 - Grade for most recently completed semester or quarter is C or better.
 - English teacher is satisfied that student’s mastery of English listening, speaking, reading and writing approaches that of native speakers.
 - English teacher signs the reclassification form.

4. Invite parents to participate in the reclassification process
 - Provide notice to parents and guardians of their rights to participate in the reclassification process.
 - Encourage parents/guardians to participate in the reclassification process and attend a face-to-face meeting.
 - Conduct face-to-face meeting with interested parents.

5. Reclassify Student Fluent English Proficient
 - Place dated reclassification form signed by the English teacher in the student’s file.
 - Include all students reclassified after March in the R-30 Language Census of the following March.

6. Reclassify students throughout the year as new data becomes available. (Repeat Steps 1-5)
 - August, after CST data is published.
 - January, after CELDT data is published.

7. Monitor the academic progress of RFEP students for two years
 - If student’s scores Below Basic or Far Below Basic on CST-ELA, a Tier 1, 2, or 3 intervention is initiated as appropriate

- If student’s English Language Arts grade falls below C, a Tier 1, 2, or 3 intervention is initiated as appropriate
- Evidence of monitoring is entered onto the Student Reclassification Form in the student cumulative file.
 - Latest language for GATE

Special Education

Prior to Los Angeles Unified School District (“LAUSD”) Governing Board approval, Ánimo Charter Middle School #1 will either execute a Memorandum of Understanding (“MOU”) by and between the Los Angeles Unified School District (“LAUSD”) and Ánimo Charter Middle School #1 regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD’s MCD requirements.

Charter School Petition Statement Regarding MCD Requirements

All charter schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

Students Achieving Above Grade Level

All of the curriculum in Ánimo Charter Middle School #1 is focused on providing the appropriate differentiated instruction for different students of varying ability levels, including gifted or talented students. Students achieving above grade level will be identified through standardized test scores, teacher assessments and grades, and benchmark data. Students found to be achieving above grade level will have an opportunity to excel through the following opportunities:

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

Students found to be achieving above grade level will have an opportunity to excel through flexible grouping of students within classes, differentiated instruction in the classroom in all subject areas, and Community Service/ Leadership courses that allows them to apply their knowledge in authentic contexts to improve the school. Flexible grouping will enable students with advanced abilities and/or performance to receive suitably challenging instruction. Flexible grouping allows more appropriate, advanced and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of students above grade level.¹ Differentiated learning classrooms where gifted students reside will be given additional or complementary assignments that challenge their thinking, while adding greater depth and complexity to the curriculum.² The Community Service/ Leadership course that the Principal leads will push academically gifted students to apply their intellect to authentic projects that serve to improve the school culture, structure, and environment.

Gifted/Talented Students: We are committed in engaging in comprehensive strategies for all students enrolled at Ánimo Charter Middle School #1. If we determine to use the District’s GATE identification process and policy and allow Ánimo Charter Middle School #1 student participation in the Saturday Conservatory of Fine Arts, we will reimburse on a Fee for Service.

A “Typical Day” at the Charter School – What a Visitor Should Expect to See When the School’s Vision is Being Fully Implemented

¹ “Education Organizations Call for Greater Attention to Gifted Learners in Middle Schools,” National Association for Gifted Children, 30 July 2009 <<http://www.nagc.org/index.aspx?id=1027>>

² Colangelo, N., S.G. Assouline, M. U. M. Gross, “A Nation Deceived: How Schools Hold back American’s Brightest Students,” (Iowa: The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development, 2004).

As you walk through the school halls you see colorful hallways decorated with students' innovative class projects, students smiling, laughing, and collaborating on a Math problem they struggled with at home. You will also see teachers waiting at their respective doorways, welcoming each student in by name and engaging in light banter about their personal lives before their first class begins. You will hear the principal and office staff talking to parents and students about personal/ social obstacles that may have gotten in the way of their studies. You will also hear respectful, collaborative approaches to resolving these issues with all the stakeholders in the student's life at hand.

Although there is no distinguishable bell to signal the official start of class, students are checking watches and scurrying to their first class. Sliding into their Humanities classroom, students immediately take out their journal and homework and immediately begin answering the prompt on the board, while the teacher strolls around the classroom checking student's homework on his personal digital assistant. Shortly afterwards, you hear some heated but good-natured debates between students connecting themes in their current novel framed around the social studies unit and issues in their neighborhoods. The teacher plays devil's advocate to the students' opinions and theories in order to further their intellectual growth. As the class period ends, students scamper to their Reading boxes to grab their age appropriate recreation novel for the twenty minute session. A few students are perusing through the bookshelf for a new novel since they just completed their last one. You overhear one of the students enthusiastically describing the general story to their friend while the teacher reads his novel in plain sight of the students.

As the students go about their daily routines, they encounter familiar faces, both adults and students, who are always willing to take a minute to lend a helping hand, or simply an ear to listen to troubling issues. Unexpectedly (or maybe not-so-unexpectedly at Ánimo Charter Middle School #1 Middle School), each of the students cites multiple adults they trust and can turn to in times of need and advice. The adults at Ánimo Charter Middle School #1 greets each student by name and talks with them before and after school, during breaks, and in Advisory. These opportunities strengthen the strong relationships already forged within classrooms and offices. Likewise, parents have a vital role in the proper and functioning system at the school. Parents volunteer for services that range from critical roles in school governance and curriculum evaluation to attending staff, student and parent meetings designed to help improve the school. Parents are also involved in school culture committees that are constantly striving to improve the environment of the school for all students. The role and participation that each individual holds at Ánimo Charter Middle School #1 is of major importance and leads to success outcomes for the entire community.

The path to success does not conclude when the official school day ends at 3:15. The afternoon for a Ánimo Charter Middle School #1 student is very different than that of a typical student in the neighborhood. After hours of engaging, challenging and relevant curriculum, students take part in various clubs and activities. It seems that there is always something fun to do after school at Ánimo Charter Middle School #1. Some join the Social Justice Club, which raises money to relieve famine in third-world countries while others join the Art Club, where members dedicate themselves to enriching their artistic

capabilities. For students who recognize their need for remediation in key academic subjects; they participate in the Guided Study after -school program that helps them successfully complete their homework and develop a deeper understanding of the material, with the help of tutors and teachers. Students at Ánimo Charter Middle School #1 are not only free to establish these clubs and are capable of doing it, but they are able to juggle the various social and educational aspects of their middle school experience.

Students at Ánimo Charter Middle School #1 in no way have an easy ride in achieving the expected: to attend a high school with a rigorous curriculum that will lead them into a four-year college. They come from challenging neighborhoods where more kids drop out than graduate. But they get a lot of help on this flight of challenge from the best leadership and resources possible. This school not only has the best, most prepared teachers out there, but also has teachers that care and are willing to take their roles a step further out of the classroom. Teachers recognize that the middle school years are a critical juncture where the achievement gap widens and many youth “fall through the cracks.” These teachers recognize that having high expectations through relevant and engaging curriculum are only part of the role in developing life-long learners. These teachers become the students’ best friends and personal guides with the necessary social-emotional support to help them successfully navigate through these tumultuous years of physical and psychological growth. These teachers are preparing them not only for success in the academic setting, but also in life.

Attendance Requirements, School Calendar and School Time

Ánimo Charter Middle School #1 will use a schedule that affords students and teachers the time to do more in-depth studies, projects, experiments, etc. on a daily basis. We also feel that blocking humanities classes will allow teachers to establish a bond with their students and help them to become aware of each student’s strengths and weaknesses more quickly so that we can meet each student’s needs more efficiently. The schedule has been used successfully at Green Dot’s other schools.

Ánimo Charter Middle School #1 will have at least 183 student days and an additional 10 professional development days for its teachers. It will surpass the required number of minutes of instruction as set forth in Education Code 46201. Ánimo Charter Middle School #1 will require its pupils to be in attendance at the school site at least 80 percent of the minimum instructional time required pursuant to EC Section 47612.5(a)(1). Students at risk of not meeting the 80 percent requirement will be referred to the Student Attendance Review Team (SART), see Parent/Student Handbook for more information on SART).

We will use flexible scheduling models to increase interdisciplinary work and meet specific learning needs. We do, however, plan to tailor the schedule as much as possible to the calendar in Los Angeles Unified School District without compromising our academic program. We want to be respectful of those families who have children in Los Angeles Unified School District and at Ánimo Charter Middle School #1.

Sample Bell Schedule for Ánimo Charter Middle School #1 Middle School (Daily Schedule)

Monday, Tuesday, Thursday and Friday		Minutes Daily
Period 1	8:00 – 8:55	55
<i>Passing</i>		5
Period 2	9:00 – 9:55	55
Reading	9:55 – 10:15	20
<i>Passing</i>		5
Period 3	10:20 – 11:15	55
<i>Passing</i>		5
Period 4	11:20 – 12:15	55
Lunch	12:15 – 12:45	30
<i>Passing</i>		5
Advisory	12:50 – 1:20	30
<i>Passing</i>		5
Period 5	1:25 – 2:20	55
<i>Passing</i>		5
Period 6	2:25 – 3:20	55

Wednesday Professional Development Day		Minutes Daily
Prof. Develop.	7:45 – 8:55	70
Period 1		
	9:00 – 9:55	55
<i>Passing</i>		5
Period 2	10:00 – 10:55	55
<i>Passing</i>		5
Period 3	11:00 – 11:55	55
Lunch	11:55 – 12:25	30
<i>Passing</i>		5
Period 4	12:30 – 1:25	55
<i>Passing</i>		5
Period 5	1:30 – 2:25	55
<i>Passing</i>		5
Period 6	2:30 – 3:25	55

Bell Schedule

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

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

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

Courses	
Total instructional minutes per week	2,150 minutes*

*Ánimo Charter Middle School #1 will provide at least 183 student days for a total of over 78,000 instructional minutes per school year. This is over the minimum of 50,400 minutes for grades 1-8, Education Code 33126 (b) (15). M, T, Th, F - 390 minutes and W - 325 minutes.

The following master schedule shows how courses and teachers align with the daily schedule. We anticipate that all grade levels at Ánimo Charter Middle School #1 will follow this proposed master schedule.

Animo Charter Middle School tentative master schedule 2011- 2012

Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Special Ed	RSP	READING 6 (SPED) (Rm 12)	RSP	READING 8 (SPED) (Rm 12)	Conference	RSP
Special Ed	RSP	RSP	READING 7 (SPED) (Rm 10)	Conference	RSP	RSP
English & Social Studies	HUMANITIES 6		WRITING	Conference	HUMANITIES 6	
English & Social Studies	Conference	HUMANITIES 6		HUMANITIES 6		HUMANITIES 6B
English & Social Studies	HUMANITIES 6		HUMANITIES 6		HUMANITIES 6A	Conference
English & Social Studies	HUMANITIES 7		Conference	DRAMA	HUMANITIES 7	
English & Social Studies	Conference	HUMANITIES 7		HUMANITIES 7		HUMANITIES 7B
English & Social Studies	HUMANITIES 7		HUMANITIES 7		HUMANITIES 7A	Conference
English & Social Studies	HUMANITIES 8		DRAMA	Conference	HUMANITIES 8	
English & Social Studies	Conference	HUMANITIES 8		HUMANITIES 8		HUMANITIES 8B
English & Social Studies	HUMANITIES 8		HUMANITIES 8		HUMANITIES 8A	Conference
Reading (English)	READING 6	READING 6	Conference	READING 6	READING 6	READING 6
Reading (English)	READING 7	Conference	READING 7	READING 7	READING 7	WRITING TO PUBLISH
Reading (English)	WRITING	WRITING	READING 8	Conference	SPEECH	WRITING
Math	ADV GEN MATH	MATH SEM	MATH FND 6	MATH FND 6	Conference	MATH FND 6
Math	ALG 1 H	Conference	ESS FOR ALG	ESS FOR ALG	ESS FOR ALG	ESS FOR ALG
Math	MATH FND 7	Conference	MATH FND 7	MATH FND 7	PRE-ALG H	MATH FND 7
Math	MATH FND 6	MATH FND 6	Conference	MATH FND 7	MATH FND 7	MATH FND 6
Math	GEN MATH	GEN MATH	Conference	GEN MATH	GEN MATH	GEN MATH
Math	PRE-ALG	PRE-ALG	PRE-ALG	PRE-ALG	Conference	PRE-ALG
Math	ALG 1	ALG 1	ALG 1	ALG 1	Conference	ALG 1
Science & Math	ESS FOR ALG	Conference	ESS FOR ALG	P SCIENCE	P SCIENCE	P SCIENCE
Science	P SCIENCE	P SCIENCE	P SCIENCE	L SCIENCE	L SCIENCE	Conference
Science	L SCIENCE	L SCIENCE	L SCIENCE	Conference	E SCIENCE	L SCIENCE
Science	Conference	E SCIENCE	E SCIENCE	E SCIENCE	E SCIENCE	E SCIENCE
Technology	TECH	TECH	TECH	TECH	Conference	TECH

Sports, Clubs and Community Service Activities

Ánimo Charter Middle School #1 believes that co-curricular sports, clubs and community service activities are central to an effective education.

Sports

Depending on student interest and sufficient fundraising, we aim to eventually offer a variety of boys’ and girls’ sports. Based on the operating history of other Green Dot schools, sports are offered as early as the school’s first year of operation (typically one boys and one girls sports team in the first year). Additional sports are offered in subsequent years based on student interest and demand. Practice and game facilities are

secured through partnerships with local parks, recreation centers, Boys and Girls’ Clubs, and in some cases, District facilities. Rental fees for such facilities come from the school budget and are typically drawn from the Student Events and Student Athletic Equipment line items.

Clubs

Ánimo Charter Middle School #1 will offer a wide variety of activities outside of the academic program. Depending on student interest and budgetary constraints, this may include backpacking trips, ropes courses, model United Nations, debating teams, Junior Statesmen, chess club, and other student-initiated activities. We plan to take advantage of charter status flexibility in adjusting our schedule to allow these activities. Based on the operating history of other Green Dot schools, several clubs are in the school’s first year of operation and are expanded in subsequent years based on student interest and demand. In some cases, transportation is required for club activities. Ánimo Charter Middle School #1 typically draws from the Student Events line items to fund the needs of the clubs (transportation costs are included as part of these line items).

Community Service Activities

Ánimo Charter Middle School #1 curriculum may eventually include useful programs for character-building and community service. Service learning will be a vital element of Ánimo Charter Middle School #1, designed to instill a sense of individual and civic responsibility. Coordinated with our leadership program, it will enable students to use newly gained skills to solve community challenges. Specifics of the program will be determined in the future by community needs and interaction with community leaders.

Process by which Curriculum, Materials, and Instructional Activities are selected

The books utilized for each course at Ánimo Charter Middle School #1 will be chosen through a collaborative effort between the school principal, its founding teachers and Green Dot’s corporate organization. Green Dot’s education team will provide a list of recommended textbooks and teaching strategies for different courses at Ánimo Charter Middle School #1. Since Green Dot schools have experienced similar success with different textbooks in different classrooms, the principal and teachers of Ánimo Charter Middle School #1 will determine which textbooks and strategies from the recommended list below are most relevant for their school. Each textbook selected must be aligned with state standards for the content area and grade level. Teachers are also expected to use additional sources, such as novels, periodicals, Internet research, to complement the material found in textbooks. The following is a list of recommended textbooks for our Ánimo Charter Middle School #1 principal and teachers:

Recommended Green Dot Textbooks		
Subject	Grade	Publisher
Literature/ Language Arts	6 th – 8 th	Pearson/Prentice Hall: Timeless Voices, Timeless Themes, Copper, Grade 6
		Pearson/Prentice Hall: Timeless Voices, Timeless Themes, Bronze, Grade 7
		Pearson/Prentice Hall: Timeless Voices, Timeless Themes, Silver, Grade 8

History/ Social Science	6 th – 8 th	History Alive! – Teachers’ Curriculum Institute
		Glencoe/ Mc Graw Hill: Glencoe Discovering Our Past: Ancient Civilizations, Grade 6
		Glencoe/ Mc Graw Hill: Glencoe Discovering Our Past: Medieval and Early Modern Times, Grade 7
Mathematics	6 th – 8 th	Glencoe/ Mc Graw Hill: Glencoe Discovering Our Past: The American Journey to World War I, Grade 8
		Glencoe/ Mc Graw Hill: California Mathematics: Concepts, Skills and Problem Solving, Grade 6
		Glencoe/ Mc Graw Hill: California Mathematics: Concepts, Skills and Problem Solving, Grade 7
		Glencoe/ Mc Graw Hill: California Algebra Readiness: Concepts, Skills and Problem Solving
		Glencoe/ Mc Graw Hill: California Algebra 1: Concepts, Skills and Problem Solving
Science	6 th – 8 th	CPM Educational Program: Algebra Connections, Grade 8
		Glencoe/McGraw-Hill: Focus on Earth Science, Grade 6
		Glencoe/McGraw-Hill: Focus on Life Science, Grade 7
		Glencoe/McGraw-Hill: Focus on Physical Science, Grade 8
		FOSS Kits

Implementation Plan for School Program

The following table provides a summary of the implementation plan for Ánimo Charter Middle School #1, showing the highest-level detail of when and how the program will be implemented. A much more detailed project plan that shows the minutiae of all the activities that go into to opening Ánimo Charter Middle School #1 is available upon request.

Activity	Est. Due Date	Comments
Hire principal and begin principal training	4/30/2011	Principal will shadow existing Green Dot principals and participate in school startup activities
Complete student recruitment and community awareness campaign	6/30/2011	
Complete staff hiring (classified staff, teaching staff)	6/30/2011	
Complete enrolled student placement testing	7/27/2011	
Summer Bridge Complete	8/17/2011	Program for incoming students completed
All new school staff complete Green Dot professional development and training	8/30/2011	Six Tenets and recommended practices fully implemented in Year 1 school
Intervention training	8/30/2011	Math and reading intervention

		programs installed and teachers trained
Host parent orientation	8/30/2011	
Second week of school	9/18/2011	Office hours, homework clubs and guided study programs implemented
First semester of Year 1	12/21/2011	2 student-led clubs started and active
Second semester of Year 1	6/30/2012	2 additional student-led clubs started and active; 2 sports teams started and active

- The address of the Charter school is: 1140 S. Hill St., Ste. 600, Los Angeles, CA 90015
- The phone number of the Charter school is: (323) 565-1692
- The contact person for the Charter school is: Marco Petruzzi, lead petitioner
- The number of rooms at the charter school is: 22
- The grade configuration is 6 - 8.
- The number of students in the first year will be 180.
- The grade level(s) of the students the first year will be 6th.
- The opening date of the charter school is July 2011.
- The admission requirements include: See Element 8
- The operational capacity will be 540 students in grades 6 – 8. The school’s actual enrollment may vary based on student retention/attrition rates.
- The instructional calendar will be: See Appendix
- The bell schedule for the charter school will be: See Element 1

If space is available, traveling students will have the option to attend Ánimo Charter Middle School #1. Interested traveling students must follow the same admissions procedures as other students as detailed in Element 8.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

CA Education Code 47605 (b) (5) (B)

The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.

Ánimo Charter Middle School #1 is being created using the same model as Green Dot’s other ten charter high schools, all of which are performing above comparable public schools on all key performance metrics. Green Dot expects Ánimo Charter Middle School #1 to perform at similar levels as other Green Dot schools.

As described previously, Ánimo Charter Middle School #1 expects middle school graduating students to have become:

College -Directed Learners

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

Cultural Learners

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

Innovative Leaders

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

Life-Long Learners

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

All students will be held accountable to the same standards and supported to reach the measurable objectives. In addition, Ánimo Charter Middle School #1 and Green Dot expect its graduates to have mastered all or part of the following:

Green Dot is recommending that, in addition to passing the required number of courses appropriately distributed, graduating students complete a capstone 8th grade project that demands evidence of student learning for their three years of education at Ánimo Charter Middle School #1, demonstrating their proficiency in the goals we have set for students:

- Ability to show leadership in the community setting
- Demonstration of problem-solving skills
- The showing of respect for difference among people and cultures
- Ánimo Charter Middle School #1-confidence in academic ability and interpersonal relations
- Evidence of working cooperatively and negotiating effectively with others

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

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

As Ánimo Charter Middle School #1 becomes more familiar with its target student population, Green Dot’s management and its Board of Directors may create internal school-wide performance goals that may be modified over time

Outcome Goals

OUTCOME	METHODS OF MEASUREMENT	FREQUENCY
The School shall make Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act	Annual AYP determination	Annually
The School shall meet or exceed a 90% rate attendance rate.	Period two (2) attendance count.	Annually
The School shall meet or exceed its Academic Performance Index (API) growth target school-wide and within reportable subgroups on an annual basis. The School will strive to achieve an API score of greater than 700.	Annual Academic Performance Index determination	Annually
The Charter School shall continue to exceed the percentage of proficient or above proficient students who are enrolled in the school of attendance for the area in which the School is located as compared by grade	CST data	Annually

levels and reportable sub-groups.		
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Delineation of When and How Pupil Outcomes will be Assessed

College-prep, rigorous assessments that are aligned to state content standards are provided to all Ánimo Charter Middle School #1 students. A “Standards Planning Sheet” will be used to ensure that each assessment correlates to a state standard and encourages teachers to assess whether or not students have mastered each standard. Teachers will also train to use the Backwards Design Model for developing instructional units. This model requires the teacher use the state standards as a starting point for curriculum development. By adhering to this model, Ánimo Charter Middle School #1 ensures that student report card grades measure the level of student mastery of content standards. Teachers will also use student achievement results on assessments to determine areas for re-teaching. Teachers will meet at least once a semester to examine student work using protocols developed through the University of Pittsburgh to assess student levels of proficiency with regards to standards. Teachers will use student performance on assessments to guide their planning and instruction. For example, the Humanities Department may develop a writing rubric aligned with state content standards to address the low writing skills of Ánimo Charter Middle School #1 students.

Ánimo Charter Middle School #1 will rely heavily on data collected from assessments to personalize learning for each student and to ensure proper placement in classes. Incoming 6th graders take three placement exams (one in reading, one in math, and one in Spanish) during the summer. The reading test is taken from Read 180, a standards-aligned reading acceleration program, and this test determines a student’s lexile level so that Ánimo Charter Middle School #1 can determine which students are reading at a basic or far below basic level. Ánimo Charter Middle School #1 will determine math readiness using either the UCLA Pre-algebra readiness test or an assessment to be designed with Action Learning Systems to test end a student’s mastery of 5th and 6th grade math standards. Incoming students are tested during the Summer Bridge Program (see Theme 3). Students who score basic or far below basic on the reading assessments are placed in a year-long Read 180 course to support them in language arts. Students who score basic or far below basic on the math assessments are placed in a course specially designed to support them in their mathematics.

Ánimo Charter Middle School #1 intends to use interim assessments to benchmark student progress in core areas including English, Math, Science and History. The Action Learning System benchmark program is recommended for all Green Dot high schools and a similar program will be developed for Ánimo Charter Middle School #1. This program will include pacing guides, exams, a variety of data reports and analysis of student scores. The goals of the program are to: provide the ability for schools to track individual student progress; create a common assessment tools across the organization which allow teachers to use common data from which to inform instruction; create the opportunity for collaboration amongst teachers so that best practices can be shared across the organization; and provide multiple opportunities for students to get accustomed to standardized testing. We expect that Ánimo Charter Middle School #1 teachers will adopt the same practices as other Green Dot schools relative to benchmark assessments.

These practices include: administering all 4 benchmark exams during a prescribed window; teachers agree to follow the same blueprints/pacing guides for all benchmark exams; teachers meeting after the first 3 benchmark exams to share reflections on their data and collaborate on next steps for unit planning; having the Ánimo Charter Middle School #1 administrator present for the first 2 hours of each collaboration day to go over the benchmark data with the teachers from the school; and Ánimo Charter Middle School #1 administrators helping teachers devise a plan for sharing benchmark data with students and parents. Ánimo Charter Middle School #1 school site administrators must monitor the implementation of next steps devised by teachers after benchmark data is received.

The Ánimo Charter Middle School #1 staff will also use data from state assessments, diagnostic assessment (e.g. Read180, UCLA Math Readiness exam, and so on) and classroom assessments on an ongoing basis to inform instruction and student placement. Ánimo Charter Middle School #1 will use all of these indicators to monitor student, school progress, and to drive reflection continual improvement at the school site. State test data will be reviewed at the beginning of each year at the summer retreat and student grades are reviewed by subject at the end of every quarter. The staff will analyze student achievement data to determine the areas of highest need and to develop specific goals and steps to be taken to increase student achievement. Each department will set goals at the beginning of each year to determine steps to be taken to achieve the goals. For example, after reviewing state test data, the math department may set a goal to increase the number of students in the “Advanced” category in Algebra by 16%. The department then establishes steps to take, including resources to be used, to help them reach this goal. In addition, the review of student grades each quarter leads to a discussions about the types of assessments each teacher uses as well as the ways in which teaches are grading. Development plans are established for teachers whose students are not achieving as evidenced by grades. The development plan is created in collaboration with the teacher, the principal, and the master teacher and establishes clear guidelines and supports for the teacher to help him/her increase student achievement.

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

The Ánimo Charter Middle School #1 staff believes a critical piece to student success is a student’s ability to assess his/her own work against set standards. Clear expectations is the second principle in the Principles of Learning from the University of Pittsburgh, and it is founded on the notion that teachers must clearly define what they expect students to learn if students are to achieve at high levels. Students must have visible targets for work, be able to evaluate their own work, and set goals for their own effort.

Identification of Who will be Accountable for Student Progress

Green Dot holds the principal of Ánimo Charter Middle School #1 ultimately accountable for the success of the school and student performance. By implementing the Green Dot school model, the Ánimo Charter Middle School #1 staff will be data-driven, results-oriented and also accountable for student progress in the classroom. The culture at Ánimo Charter Middle School #1 will be based upon constant reflection and improvement.

As required under No Child Left Behind (“NCLB”), Ánimo Charter Middle School #1 will work with its staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. Ánimo Charter Middle School #1 will implement all provisions of NCLB that are applicable to charter schools, including the use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school’s academic progress and reaching and teaching students with a diversity of learning styles. Ánimo Charter Middle School #1 may also implement extended learning for students falling behind who need extra help. Ánimo Charter Middle School #1 will participate in all assessments required by the State of California, including, but not limited to, STAR tests (CAT/6, CST), and CELDT. Furthermore, Ánimo Charter Middle School #1 will be a WASC accredited school.

Green Dot uses STAR, CEDLT, and other internal assessments to ensure that all students meet state standards and the school (Ánimo Charter Middle School #1) as a whole meets API growth targets. Green Dot’s executive management team reviews all such data on a regular basis with both school site leadership and staff. Green Dot uses student performance data as a cornerstone of its management of its schools and provides extensive development to school leadership and staff so that each school and consistently improve and surpass its State goals and the goals outlined within their respective charter petitions (see the section titled “Measurable Student Outcomes”).

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

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

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

ELEMENT 3: OUTCOME MEASUREMENT PROCESS

CA Education Code 47605 (b) (5) (C)

The method by which pupil progress in meeting those pupil outcomes is to be measured.

Student Assessments

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

- **Placement exams:** All incoming students are given placement exams in order to determine proficiency levels in math, writing, and reading (READ 180 is used for reading). Comparable tests are given at the end of the year to measure progress. The CELDT exam is administered at the beginning of the year to determine English language proficiency for those whose first language is not English. CEDLT is administered annually until students are designated English fluent.
- **State-Required Standardized Tests:** All state-required tests, including the CSTs and CELDT, are given and analyzed closely. 5th grade scores for incoming 6th graders are gathered so that growth can be compared between Green Dot schools and the district schools.
- **Green Dot-Wide Interim Assessments:** Common assessments for each content and grade level class are being developed for use across all Green Dot schools and Ánimo Charter Middle School #1. These assessments include scoring guides and essential skills rubrics for each content area. Ánimo Charter Middle School #1 and all Green Dot schools will use the interim assessments to assess student mastery of standards, norm teaching practices across schools, and drive teacher reflection and improvement of practice.
- **Traditional Classroom Assessments:** Quizzes, essays, projects and exams are delivered regularly in classes.
- Students are also measured regularly in non-curricular areas such as class attendance and discipline.

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

Students will also be measured in non-curricular areas such as class attendance and discipline to ensure that they are performing against their commitments to be positive influences at school. For example, Ánimo Charter Middle School #1 will actively track each student's attendance numbers as well as the number of discipline actions against them (tardies, detentions, suspensions, etc.). Non-curriculum areas are often overlooked at urban schools when it comes to assessment, but Green Dot believes that students develop quicker when they are held accountable for both performance and conduct.

Methods to Ensure that All Statewide Standards are Met and Pupil Assessments Conducted

The philosophy of Ánimo Charter Middle School #1, Green Dot Public Schools' board members, and community stakeholders is that we will work together to set specific and measurable goals to ensure that all Ánimo schools meet their obligations with regard to student performance and school operations in order to support ongoing learning and improvement. Goals and objectives to ensure that students meet the statewide standards for academic performance will involve the following five-step process:

- **Setting measurable standards and goals:** Staff has identified what students should know (content standards) and what they should be able to do (performance standards) in all learning areas at critical points in their education. Steps in this process include: reviewing the school's mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that students will demonstrate in each subject area, grade, or skill level.
- **Linking standards to curriculum and assessment:** Standards, curriculum, and assessment are aligned with each other, with state guidelines, and with the school's educational goals. Professional development includes training in the use of data-driven decision making, and educators review the alignment of assessment and curriculum with the state content standards at least twice a year.
- **Assessing to measure if curriculum has actually been learned, and monitoring progress toward goals:** This includes a combination of digital portfolios, projects, exhibitions, performances, and criterion-referenced assessments. Instruments used appropriately measure important student objectives, reflect the vision of the school, but do not adversely affect the learner. Progress is objectively measured by the annual statewide assessments for each grade (STAR, etc.), and by other adopted statewide assessments (CELDT, etc.). Classroom teachers may also measure achievement in a traditional manner, such as through quizzes, essays, tests, and exams. Progress is discussed on a regular basis with parents and students no less than twice a year. Additionally, report cards are issued quarterly. Teachers use technology in assessment to monitor student computer skills and help them achieve academic goals. Staff development emphasizes advanced training in use of classroom management applications (e.g., SASI, e-mail and classroom spreadsheets) including the ability to use electronic work saved and networked by students to assess student progress toward project benchmarks. To evaluate multi-media presentations and ensure technology-based student work is

leading to student academic achievement goals, Ánimo staff has designed standardized rubrics.

- ***Using the data to identify strengths and areas of improvement:*** The staff will set baseline expectations for incoming students (e.g., information from previous assessments); recommend additional support if needed; administer all assessments, including school, district, and state-required testing (e.g., STAR, proficiency tests); develop evaluative comparisons with similar populations using disaggregated data; set priorities for professional development; and assist with the allocation of resources.
- ***Grading Policy:*** Green Dot requires that all of its teachers publish a grading policy for each course. Teachers publish course grading policies in each course's syllabus and review the grading policy with the school site principal for approval. As with other Green Dot schools, Ánimo Charter Middle School #1's principal will work with teachers and departments to align grading policies across the school site. Each school and course generally adheres to the following standard grading policy: 1) Students are given letter grades for assignments and courses whereby scores between 90 – 100 receive an "A" grade, scores between 80- 89 receive a "B" grade and so on; and 2) Courses typically assign a percentage of a student's total course grade to each of the following categories: homework, quizzes, mid-terms, finals, and class projects. A "typical" class will assign 15% of the total course grade to homework, 20% to quizzes, 20% to mid-terms, 30% to final exams, and 15% to class projects such as portfolios, presentations, or other authentic assessments. (Please see the section titled "Parent Student Handbook" for more information on the grading policy).

Testing

If the charter school does not test (i.e., STAR, CELDT, CAHSEE) with the District, the charter school hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the charter school.

Reporting Data

Staff will decide how they will report student progress to: (1) students and parents, (2) the chartering agency, (3) the broader public, and (4) teachers and school board members. Options for reporting data include grades and report cards, portfolios, narratives, student-involved conferences, annual reports, informational brochures, the school website and annual stakeholder meetings. Ánimo Charter Middle School #1 will compile the state-mandated annual School Accountability Report Card.

Ánimo Charter Middle School #1 will use a performance scorecard that is currently being developed by Green Dot in order to measure the performance of all stakeholders in the school. Elements of the performance scorecard have already been developed by Green Dot and implemented at each school site. These elements include standardized teacher, parent and student surveys (available upon request), which are part of the matrix shown below. An integrated score card that captures all measures holistically is still under development.

Matrix of Evidence to Improve Pupil Learning

	Measure	Analyze	Develop action plan and set goals
Students	<ul style="list-style-type: none"> • State Tests • Classroom projects and grades • Attendance • Retention Rate • Disciplinary Actions 	<ul style="list-style-type: none"> • Compare with similar schools and to all California schools • Identify root causes of performance increases or decreases in each area 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets for next academic year • Improvement required annually (after first three years of school)
Teachers	<ul style="list-style-type: none"> • Teacher Performance Evaluations • Student performance in individual classes • Teacher Satisfaction surveys from students • Teacher Retention 	<ul style="list-style-type: none"> • Identify strengths & opportunity areas for each teacher • Compare previous scorecards • Analyze “life cycle of teachers” to identify breakdowns (recruiting, staff development, etc.) 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets for next academic year
Parents	<ul style="list-style-type: none"> • Completion of Volunteer Hours • Attendance at PTA Meetings 	<ul style="list-style-type: none"> • Compare with previous years and across Green Dot • Identify internal and external forces affecting performance 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets for next academic year
Principal / Admin.	<ul style="list-style-type: none"> • Student performance • Teacher performance • Fiscal management • Parent Satisfaction 	<ul style="list-style-type: none"> • Compare with previous years, across Green Dot & similar schools 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets for next academic year
Green Dot Management	<ul style="list-style-type: none"> • Performance at individual schools • Employee Retention • New schools opened • Fiscal Management • District / Systematic change influenced 	<ul style="list-style-type: none"> • Compare with previous years and targets set by Board 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets with Board for next academic year

ELEMENT 4: GOVERNANCE STRUCTURE

CA Education Code 47605 (b) (5) (D)

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parent involvement.

Nonprofit Public Benefit Corporation

Ánimo Charter Middle School #1 will be an independent charter school. It will be governed by Green Dot Public Schools, a 501 (c)(3) non-profit benefit California Corporation. Ánimo Charter Middle School #1 and Green Dot is governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Ultimate responsibility for the governance of Ánimo Charter Middle School #1 will rest with Green Dot’s Board of Directors. The Board of Directors will be responsible for major strategic and policy decisions related to the schools and will also need to ensure Ánimo Charter Middle School #1’s financial sustainability. Pursuant to California Education Code Section 47604(c), the Los Angeles Unified School District shall not be liable for the debts and obligations of Ánimo Charter Middle School #1 or Green Dot for claims arising from the performance of acts, errors, or omissions by Ánimo Charter Middle School #1 or Green Dot. Attached, as an Appendix, please find the articles of incorporation and corporate bylaws of Green Dot Public Schools.

Since Green Dot Public Schools is a non-profit corporation, it can be sued as an independent entity and would be responsible for any debts incurred by the school. If this charter is found to be invalid or contrary to law by the California Department of Education, a court of law, or other appropriate jurisdictional agency, at that point, this charter petition shall be revoked and its authorizer shall be held harmless for having initially approved the request. Ánimo Charter Middle School #1 and Green Dot Public Schools will be solely responsible for the debts and obligations of the charter school. Green Dot shall be solely responsible for the legal obligations of the charter school.

Green Dot Board of Directors

Ánimo Charter Middle School #1 and Green Dot are governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Potential members of the Green Dot Board of Directors are typically nominated by an existing board member. The Green Dot board frequently discusses additions to its membership based on the need to add additional functional expertise and/or balance representation of the communities served by Ánimo Charter Middle School #1 and other Green Dot schools. Once nominated, the board undergoes a thorough review process including a nominee’s professional background, community involvement, and commitment to Green Dot’s mission. In order to be confirmed, nominees will have to receive a unanimous vote by the existing board of directors. In accordance with Education Code Section 47604(b), the Green Dot Board of Directors shall permit the LAUSD to appoint one representative to participate on the Board of Directors of Green Dot Public Schools.

Board Authority

The Board approves budgets for Ánimo Charter Middle School #1, approves major school and Green Dot policies. The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established. The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School or Green Dot any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will: be in writing; specify the entity designated; describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

Board Meetings

The entire Green Dot Board of Directors meets on a quarterly basis. All board meetings are open to the public. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both online posting as well as physical posting for public viewing). For all regular meetings, an agenda will be posted 72 hours in advance, on its website www.greendot.org as well as on the main entrance of its corporate offices at 1149 S. Hill St, Ste. 600, Los Angeles, CA 90015 and at each schoolsite. Meeting minutes and board actions are recorded and copies are placed on the bulletin board in the main office and are made also available to the public. The public may request board records by calling Green Dot at (323) 565-1600 or via email info@greendot.org. Ánimo Charter Middle School #1 and Green Dot are subject to and will comply with the Brown Act.

Green Dot Management

Green Dot's management team will be responsible for the majority of the policy setting decisions including the following: general policies of the School; recommend and monitor the School's annual budget; ensure operation of the school in accordance with the charter and the law; and hiring the school's principal. The Green Dot Management Team meets on a weekly basis to focus on key issues dealing with Ánimo Charter Middle School #1 and other schools. Green Dot meets with the principals formally on a monthly basis to discuss academic success, school operations, financial management, attendance, reporting, etc. This process helps ensure that the schools are hitting their targets and are continually improving. School performance and data will be relied on heavily for decision-making.

School Principal

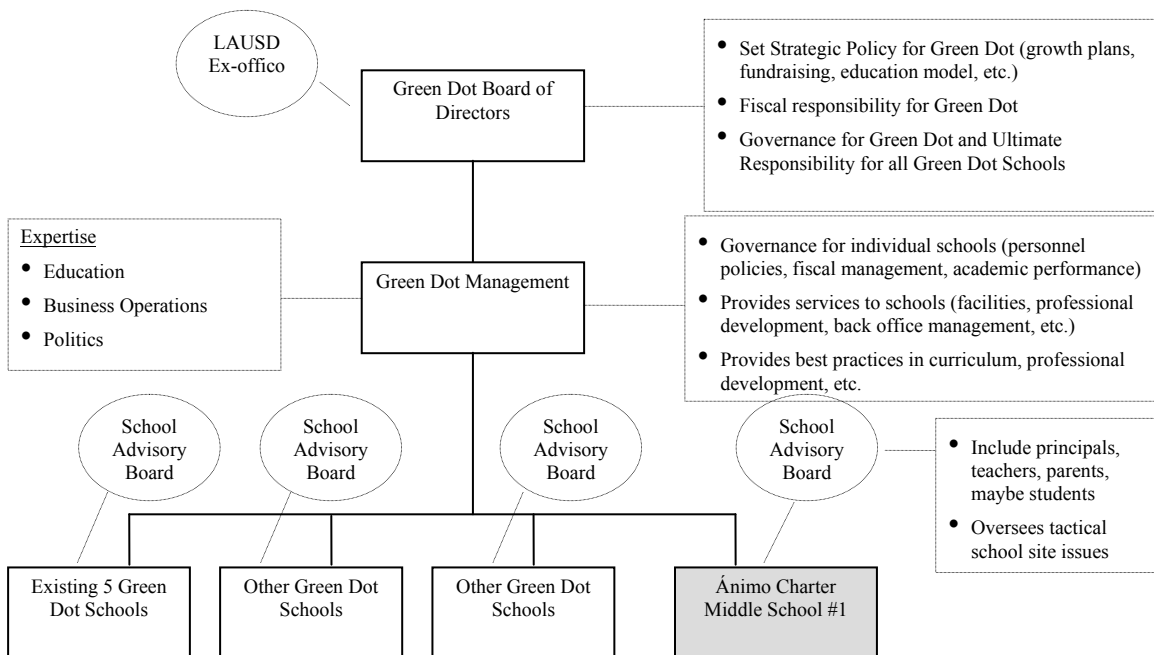
The Principal is responsible for the daily administrative operation of the school and is accountable first to Green Dot management and ultimately to the Green Dot Public Schools' Board. Additionally a School Advisory Board made up of the Principal, teachers, staff and community members will be set up in order to help with the day-to-day decisions occurring on the school site level.

School Advisory Board

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

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

Below is a diagram of the Green Dot governing structure:



The following are the biographies of Green Dot’s Management Team, Board of Directors and Advisors:

Management Team

Marco Petruzzi – Chief Executive Officer & President

Marco Petruzzi is the President and Chief Operating Officer of Green Dot Public Schools. Prior to joining Green Dot in January 2007, Marco founded r3 school solutions,

an organization that provided management and administrative services to charter management organizations. Prior to founding r3 school solutions, he was a Vice President at Bain & Co., a global management consulting firm. Marco has fifteen years of consulting experience working with top management of major international groups in corporate and product-market strategy, channel management, pricing strategy, commercial organization, operations, R&D management and supply chain management assignments, in the USA, South America, and Europe. Prior to joining Bain & Company, Marco also worked at McKinsey & Co. and for Enichem Americas, a petrochemical trading company based in New York. Marco earned a B.S. in Industrial Engineering at Columbia University, where he also earned an M.B.A. He has extensive international experience, having lived in six different countries, and is fluent in four languages (English, Spanish, Portuguese and Italian). Marco, an active community member, is married and has two children, both attending public schools. He is also the Venice chapter president of LAPU (Los Angeles Parents Union) and served on Green Dot's Board of Directors from 2002 until 2006.

Sabrina Ayala – Chief Financial Officer

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

Cristina de Jesus – Chief Academic Officer

Cristina de Jesus is Green Dot's Chief Operating Officer. Her responsibilities include administrator supervision and evaluation; academic logistics school, and managing human resources, school operations, IT and knowledge management. She previously served for four years as the founding Principal at Ánimo Inglewood Charter High School, Green Dot's second school. Prior to joining Green Dot, Cristina was an English and History teacher for seven years in the Santa Monica/Malibu School District. While in Santa Monica, she served as the Department Chair for the English Department at Lincoln Middle School. She also received many awards while at Lincoln Middle School: Lincoln Middle School Teacher of the Year, Santa Monica Jaycees Young Educator of the Year, and a PTSA award for service to the school and the community. In 2001, she received National Board Certification from the National Board of Professional Teaching Standards in the area of Early Adolescence English/Language Arts.

Ken Zeff – Chief Operating Officer

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

Board of Directors

Carlos H. Álvarez – President, Asociación de Maestros Unidos

Carlos H. Álvarez is the President of Asociación de Maestros Unidos, which is the union representing Green Dot's counselors and teachers and is an affiliate of California Teachers Association (CTA) and National Education Association (NEA). Mr. Álvarez has taught Economics and Government at Ánimo South Los Angeles Charter High School for the past three years. He was driven to the field of education after witnessing the disparity in the quality of education available to marginalized communities compared to those of privilege and the disproportional representation of such communities in higher education. As an educator, he views education as an instrument to empower youth and promote higher learning in underserved communities. Prior to joining Green Dot, he worked at an inner-city K-8 private catholic school in South Los Angeles, California as an educator and coach. At present he is working towards a second Master's degree in Biliteracy, Leadership and Intercultural Education with an Administrative Credential at Loyola Marymount University. Mr. Álvarez earned a Masters in Education alongside a BCLAD, Elementary, Secondary and Social Studies credential from Loyola Marymount University and a Bachelor's of the Arts in Ethnic Studies with a Minor in Spanish Literature from the University of California, San Diego.

Steve Barr – Chairman and Founder

Steve Barr founded Green Dot Public Schools in 1999 with the vision of transforming secondary education in California by creating a number of high performing charter high schools using available public dollars. Under Steve's leadership, Green Dot built one of the first comprehensive public high schools in the Los Angeles area in thirty years in Fall 2000 and built a second high school in Fall 2002. Green Dot's first school scored a 10 out of 10 on the most recent similar schools API rankings.

In addition to leading Green Dot, Steve is a State Board of Education appointee to the Advisory Commission on Charter Schools where he provides policy recommendations to the State Board of Education on charter school related issues. Steve is also a founding member of the Charter Leadership Council.

Prior to founding Green Dot, Steve held a number of leadership positions in political / social service organizations. In 1990, Steve co-founded Rock The Vote. The Rock The Vote campaigns and field efforts led the way in the first upward surge in 18-24 year old in voting since the passage of the 26th Amendment. Following Rock the Vote, Steve led the successful efforts to pass the Motor Voter Bill, which was signed into law in 1994 by President Clinton. Thirty million Americans have registered to vote via Motor Voter. Steve hosted President Clinton's National Service Inaugural event, which led to the creation of Americorps. He then oversaw an Americorps after-school program project in South Central and East Los Angeles, which focused on helping single mothers transition off of welfare.

Steve has been active in politics throughout his professional career serving on the national campaigns of President Clinton, Senator Gary Hart and Governor Michael Dukakis and as a finance chair for the Democratic Party. Additionally, Steve has helped drive political change through television, as a national correspondent on the nationally syndicated Disney-produced "The Crusaders" and a contributor to Discovery Channel's "Why Things Are?" and as a writer through national magazines such as George. Steve authored "The Flame, The Story Of An Unlikely Patriot" (Morrow, 1987)

Charisse Bremond-Weaver – President & CEO, Brotherhood Crusade

In January 2006, Charisse Bremond-Weaver became President of the Brotherhood Crusade, the community service and development organization founded by her late father Walter Bremond. The Brotherhood Crusade supports underserved communities by funding and assisting numerous vital agencies. The Brotherhood Crusade supports families and individuals through ongoing supportive services, economic development, health services and education programs. Previously, she has served as the first woman President of the African American Unity Center and as the first-ever Executive Director of Sabriya's Castle of Fun Foundation. Ms. Bremond-Weaver is a graduate of Utah State University, where she attended on a women's basketball scholarship and received her degree in Communications

Glenn Dryfoos – Executive Vice President - Business Affairs, Telemundo Communications Group

Glenn Dryfoos is the Executive Vice President - Business Affairs of Telemundo Communications Group, Inc., which owns and operates the nation's #2 Spanish-language television network and 13 affiliated local television stations. Telemundo is a wholly owned subsidiary of NBC. Based out of Telemundo's headquarters in Hialeah, FL, Mr. Dryfoos is responsible for all of the Company's legal and business affairs. Prior to joining Telemundo in 2001, Mr. Dryfoos was the Sr. Vice President and General Counsel of Cisneros Television Group, a company which he helped create, first as outside counsel and then in-house. Previously, Mr. Dryfoos was an associate (1987-1993) and partner

(1994-2000) of the law firm Greenberg, Glusker, Fields, Claman & Machtinger, LLP in Los Angeles, CA. He represented a wide range of clients in general business, entertainment and commercial law matters, with an emphasis on transactions in the field of international television licensing and distribution. Mr. Dryfoos is a Director of the Oscar De La Hoya Foundation, which provides recreational and educational opportunities to children in Los Angeles. Mr. Dryfoos is a graduate of Princeton University (A.B., economics) and New York University School of Law (J.D.).

Susan Estrich – Professor, University of Southern California Gould School of Law

Susan Estrich is the Robert Kingsley Professor of Law and Political Science at the University of Southern California Gould School of Law. She serves on the Board of Editorial Contributors for USA Today, as a presidential appointee on U.S. Holocaust Memorial Council and as a mayoral appointee on the City of Los Angeles Ethics Committee. Previously she taught at Harvard Law School, where she received tenure, and she also performed some private legal practice, serving as a counsel for the firm of Tuttle & Taylor in Los Angeles.

Ms. Estrich is also very politically involved. In 1979, she was the Deputy National Issues Director with the Kennedy for President campaign. In 1984, she was executive director for the Democratic National Platform Committee and worked as a senior policy advisor to the Mondale-Ferraro presidential campaign. In 1988, she was the national campaign manager for Dukakis for President. Ms. Estrich graduated from Wellesley College as a Phi Beta Kappa scholar and later received her J.D. magna cum laude from Harvard Law School.

Mike Garcia – President, Service Employees International Union Local 1877

Mike Garcia is the President of SEIU Local 1877, one of the largest locals west of the Mississippi. In 1996, Mr. Garcia led the reorganization of the Los Angeles janitors and the creation of one single Statewide Building Services Union in the SEIU. Today Local 1877 represents 28,000 building service workers across the State with base operations in Los Angeles, Orange County, San Diego, San Jose, Oakland, San Francisco and Sacramento.

One of his greatest accomplishments was winning the historic janitors strike of 2000, an action he proudly notes "changed the lives of thousands of janitors and their families and was truly a story of hard working immigrant workers fighting to lift themselves out of poverty and achieve the American Dream." The strike also served as an example for bus drivers and mechanics, county workers, screen actors and others to also take bold action and help turn labor organizations in L.A. into a powerful voice for working families.

Richard Leib – Executive Vice President, Liquid Environmental Solutions

Rich Leib serves as the Executive Vice President for Liquid Environmental Solutions, a company that collects, transports, processes and disposes of non-hazardous commercial liquid waste in Arizona, Texas and Louisiana. Prior to joining Liquid Environmental Solutions, Mr. Leib was the Executive Vice President and General Counsel of U.S. Public Technologies from 1994 through 1998, continuing as Vice President of Legislative Affairs for Lockheed Martin IMS' Photo Enforcement Group during the two-year

transition period. In these capacities, he led these companies' efforts on behalf of successful photo enforcement legislation in fifteen U.S. states and five Canadian provinces. Prior to joining USPT, Mr. Leib co-founded the Investment Management Group at Stone & Youngberg, California's leading municipal debt underwriter.

Before entering the private sector, Mr. Leib was a leading political fundraiser and served on the legislative staff of two California State legislators and a member of the U.S. House of Representatives. His education includes a J.D. from the Loyola University School of Law, an M.A. in Public Policy Analysis from the Claremont Graduate School, a Public Affairs Fellowship with the Coro Foundation, and a B.A. from U.C. Santa Barbara. Mr. Leib is an attorney admitted to practice in California. He currently serves as an appointee of the Governor on the Board of the California Community College System, recently having completed a two-year term as President.

Noah Mamet – President, Mamet & Associates

Noah Mamet is the founder of Noah Mamet & Associates, a consulting firm that helps businesses, foundations, non-profit organizations, progressive political groups and Democratic candidates build strategic relationships and raise funds. He joins the Green Dot board as a representative of the Wasserman Foundation. Mr. Mamet founded NM&A in 2004, after seven years as National Finance Director for the House Democratic Leader, U.S. Representative Richard A. Gephardt. Mr. Mamet led donor development and all fundraising activities for Leader Gephardt, including efforts to raise over \$238 million for the Democratic Congressional Campaign and other fundraising committees between 1996 and 2002. Mr. Mamet has worked directly for the top national and international political leaders and business executives, including President Clinton, President Gorbachev, Secretary of State Madeleine Albright and Russell Goldsmith, CEO and Chairman of City National Bank, among others.

Shane Martin – Dean, Loyola Marymount University Graduate School of Education

Dr. Shane Martin is the Dean of the School of Education at Loyola Marymount University after having served as professor, coordinator of secondary education, and associate dean. He has over 30 years of experience in the educational field working as an educator, administrator, and campus minister. Dr. Martin is a graduate of University of Southern California's Ph.D. program in International and Intercultural Education and holds degrees in Theology and Divinity from the Jesuit School of Theology at Berkeley. Dr. Martin is the author of *Cultural Diversity in Catholic Schools* and a frequent contributor to numerous academic journals on education and educational anthropology.

Ted Mitchell - Chief Executive Officer, NewSchools Venture Fund

Ted Mitchell assumed the role of CEO of NewSchools Venture Fund in the fall of 2005, after having served on the NewSchools Board of Directors for seven years. Prior to joining NewSchools, Mitchell served as the 12th president of Occidental College in Los Angeles. Mitchell's tenure at Occidental was marked by a dramatic improvement in both the College's national reputation and its engagement in the community, as well as by unprecedented financial growth. A former deputy to the president at Stanford University and vice chancellor at University of California, Los Angeles, Mitchell is a national leader

in the effort to provide high-quality education for all students and has long been active in California and Los Angeles educational reform initiatives. He currently chairs the Governor's Committee on Educational Excellence, charged with making recommendations to improve California's system of K-12 finance and governance, and is President of the California State Board of Education. He also serves on the boards of a variety of nonprofit education organizations. Ted graduated from Stanford with bachelor's degrees in economics and history, and also earned a master's degree in history and a doctorate in education there.

Pam Rector – Director of Community Service and Action, Loyola Marymount University
Pam Rector is the Director of Community Service and Action at Loyola Marymount University. Prior to joining LMU, Ms. Rector was a teacher and counselor at Lennox Middle School for fifteen years. Ms. Rector is an alumna of Loyola Marymount University with a B.A. and a Masters in counseling.

Jeff Shell – President, Comcast Programming, Comcast Communications
Jeff Shell joined Comcast Communications as the President of Comcast Programming in May 2005 after serving for three years as the Chief Executive Officer of Gemstar-TV Guide. Prior to joining Gemstar-TV Guide, Mr. Shell served as President and Chief Executive Officer of Fox Cable Networks Group from April 2000, overseeing more than 20 major domestic cable and satellite networks, including FX, Fox Sports Net, and its 21 owned or affiliated regional sports networks, among others. As a member of the News Corporation Executive Committee, Mr. Shell was responsible for integrating these networks' strategic operations into other News Corporation and Fox Entertainment Group assets and activities. Mr. Shell joined Fox Television in 1994 as head of new business development, overseeing a number of acquisitions, strategic alliances and new business launches. In 1996 he joined Fox/Liberty Networks as its Chief Financial Officer and first employee. In 1999, Mr. Shell was named President of Fox Sports Networks. Before joining Fox, Mr. Shell served in various positions in the Corporate Strategic Planning department of The Walt Disney Company; and before that, at the New York investment-banking firm of Salomon Brothers Inc. He graduated from Harvard University with a Masters of Business Administration, and received a Bachelor of Science degree from the University of California, Berkeley.

Timothy Watkins – President & CEO, Watts Labor Community Action Committee
Tim Watkins is currently serving his third term as President and CEO of WLCAC, having served in this position since 1993 following the passage of Ted Watkins, his father and founder of WLCAC. Mr. Watkins assumed the role of advancing Ted's legacy which was to identify solutions to the challenges facing people that live in poor places. From 1965 until 2000, Mr. Watkins led the development of many of WLCAC's programs and projects. During that time as well, Mr. Watkins owned and operated the Environmental Maintenance Company, a licensed landscape contracting firm with close to fifty employees. Today the business is operated by his wife, Janine. Mr. Watkins is a life-long resident of Watts in Central Los Angeles.

Grievance Procedure for Parents and Students

Ánimo Charter Middle School #1 will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Ánimo Charter Middle School #1 alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Ánimo Charter Middle School #1 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Ánimo Charter Middle School #1 will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Ánimo Charter Middle School #1 will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Members of Ánimo Charter Middle School #1 executive board, any administrators, managers or employees, and any other committees of the school shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

LAUSD Charter Policy

Ánimo Charter Middle School #1 and/or its non-profit corporation will be solely responsible for debts and obligations of the charter school and will comply with the District policy related to charter schools, as it may be change from time to time.

Audit and Inspection of Records

Ánimo Charter Middle School #1 agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Ánimo Charter Middle School #1 is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Ánimo Charter Middle School #1 and requires that it, among other things, monitor the fiscal condition of the Ánimo Charter Middle School #1.
- The District is authorized to revoke this charter for, among other reasons, the failure of the Ánimo Charter Middle School #1 to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Ánimo Charter Middle School #1 books, records, data, processes

and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Ánimo Charter Middle School #1 shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to Ánimo Charter Middle School #1. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to the Ánimo Charter Middle School #1 operations is received by the District, Ánimo Charter Middle School #1 shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

Responding to Inquiries

Ánimo Charter Middle School #1 shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Ánimo Charter Middle School #1 acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

Notifications

Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Ánimo Charter Middle School #1.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

CA Education Code 47605 (b) (5) (E)

The qualifications to be met by individuals employed at the school.

Ánimo Charter Middle School #1 will hire a diverse faculty composed of the best teachers available. We will achieve this goal by continuing our national search to hire the finest teachers. This includes contacting the top graduate and education programs in the country and publicizing Ánimo Charter Middle School #1 to experienced teachers. The selection procedures shall not discriminate on the basis of race, sex, religion, color, national origin, ancestry, physical or mental disability, medical condition, status as Vietnam-era veteran or special disabled veteran, marital status, age (40 and above), sexual orientation or any other basis protected by federal, state, or local law or ordinance or regulation.

Job Descriptions for Positions

Principal Job Description

- Accountable for students' overall academic performance.
- Manage school revenues and expenses to stay within agreed upon budget.
- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person).
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- Maintain professional standards and a school environment that is productive, safe and focused.
- Participate in Green Dot and individual professional development.
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment).

Teacher Job Description

- Effectively instruct students in assigned content area(s) as prescribed by Green Dot's academic content standards through lecturing, demonstrating, and using audio-visual aids and other materials to supplement presentations with the overall goal of engaging student learning.
- Work as part of interdisciplinary team and within content areas planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of state and school.
- Set clear short-term and long-term goals to drive instruction.
- Develop and submit weekly and long range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review homework.
- Consistently administer tests to evaluate pupil progress, record results, and issue meaningful reports to inform parents of progress.
- Create and implement student intervention plans when necessary.

- Maintain the school's student management policies and procedures (i.e. attendance records, dress code, etc.) and report to the school administrators when necessary.
- Maintain effective supervision and discipline in the classroom.
- Work with other teachers and administrators to address and resolve student issues.
- Provide necessary accommodations and modifications for growth and success of all students.
- Participate in faculty and professional meetings, educational conferences, and teacher training workshops.
- Lead and participate in student activities such as: sponsoring student activities or student organizations, coaching a sports team, working with parents and the community as part of a committee or group, provide morning or after school supervision, and chaperoning student activities.
- Abide by all state and federal mandates in reporting sexual or physical abuse and neglect.
- Special projects and duties outside of primary teaching responsibility as assigned.

Beyond the principal and teachers, other employees will be hired. Green Dot's recommended staffing model calls for an assistant principal, one or more counselors, an office manager, a parent coordinator, a campus aide, and/or instructional aide; but this is a local decision, so Ánimo Charter Middle School #1 can staff the school as it pleases, so long as it remains within budget. Ánimo Charter Middle School #1 will try to hire its administrative staff from the community, particularly its office manager. It is critical that the office manager and all of the staff develop close relationships to the community members they are serving. The principal of Ánimo Charter Middle School #1 has the discretion to hire other classified personal as needed. The principal will be in charge of reviewing each classified staff member yearly and their salary will be competitive. The administrative staff shall possess experience and expertise appropriate for their position within the school as outlined in their job description.

Assistant Principal Job Description

- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person).
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- Maintain professional standards and a school environment that is productive, safe and focused.
- Participate in Green Dot and individual professional development.
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment).

Counselor Job Description

- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person)
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc

- Maintain professional standards and school environment that is productive, safe and focused
- Participate in Green Dot and individual professional development
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment)

Office Manager Job Description

- Arrive to work and any meetings or appointments in a timely manner.
- Maintain professional standards in the office and the school.
- Participate in Green Dot and individual professional development programs.
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment).

Parent Coordinator Job Description

- Under the direct supervision of the Office Manager, the Parent Coordinator will provide clerical and administrative support to the school's front office.
- Serve as a liaison between the school and families.
- Answer telephone: provide information, take and relay messages, transfer calls.
- Make phone calls to parents to communicate important information.
- Filing and copying.
- Maintain student files.
- Coordinate and assist with lunch service. Call and schedule parent volunteers.
- Greet visitors to the school; determine the nature of their business and direct visitors to destination.
- Process incoming and outgoing mail.
- Additional duties as assigned.
- Track volunteer hours.

Campus Security Guard (Aide) Job Description

- Arrive to work and any meetings or appointments in a timely manner.
- Maintain professional standards and a school environment that is safe and secure for all students and staff.
- Participate in Green Dot and individual professional development programs.
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment).

Instructional Aide Job Description

The Instructional Aide: Special classification is designed to serve students whose instruction is identified and specified in an Individualized Education Plan (IEP) or Section 504 Service Plan (SP). These students have learning, communication, physical and/or mild to moderate disabilities or other impairments such as emotional disturbances. Incumbents in this class perform a variety of instructional tasks in such areas as reading, writing, and mathematics. The incumbent will be assigned to work with a small group of special education students under the supervision of a credentialed teacher in a general education classroom.

Credentials, Requirements, and Qualifications of Staff

Principal’s Experience & Education Qualifications

- Substantial teaching experience, with a history of improving student achievement.
- Experience working in an urban school setting.
- Prior administrative experience is highly desirable.
- Demonstrated leadership capabilities.
- Proven management and team building skills.
- Experience managing budgets, creating and implementing policies.
- Excellent interpersonal communication and writing skills.
- Experience working in an entrepreneurial environment.
- Relevant Masters or equivalent degree (administrative credential).
- A passion for improving urban schools and driving education reform.
- Knowledge of bilingual education. Teachers will have required EI certification
- Bilingual (English/Spanish) highly desirable.

Teacher’s Qualifications

- Bachelor’s Degree plus successful completion of the CBEST and CSET examinations.
- Solid knowledge of subject matter including CA State Standards.
- Excellent verbal and written communication skills are essential.
- CA Single Subject Credential preferred or enrolled in a University Intern Program.
- Passionate about improving public education to help all children reach their dreams.
- Must have a strong ethical base and Ánimo Charter Middle School #1 awareness.

Teachers at Ánimo Charter Middle School #1 shall be required to hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As CDE and CTE provide interpretations for the requirements for non-core subjects, those interpretations will be followed. At all times, teachers must meet all qualifications to be in compliance with NCLB. A credential specialist will review all teachers’ credentials prior to extending an offer of employment. Offers will not be extended to candidates who do not meet NCLB guidelines.

As noted in the section regarding Ed Code 47605 (b) (5) (E), all teachers shall hold the training and credentials appropriate to their placement and will be hired based on their capacity to deliver the instructional and curricular program. Current copies of all teacher credentials will be maintained by Ánimo Charter Middle School #1 or Green Dot and made readily available for inspection.

Assistant Principal’s Experience & Education Qualifications

- Minimum of 3 years teaching experience, with a history of improving student achievement.

- Experience working in an urban school setting.
- Demonstrated leadership capabilities.
- Proven management and team building skills.
- Excellent interpersonal communication and writing skills.
- Valid CA Administrative Services credential (or in the process of obtaining one)
- Relevant Masters or equivalent degree (counseling background helpful) preferred
- A passion for improving urban schools and driving education reform.
- Knowledge of bilingual education.
- Bilingual (English/Spanish) highly desirable.

Counselor’s Experience & Education Qualifications

- Experience working in an urban school setting
- Prior counseling experience (mental health), including DIS Counseling
- Demonstrated leadership capabilities
- Proven management and team building skills
- Excellent interpersonal, communication and writing skills
- MA/MS degree in School Counseling from an accredited college or university
- PPS Credential in School Counseling and Guidance
- Experience with individual and group counseling highly desired
- A passion for improving urban schools and driving education reform

Office Manager’s Experience & Education Qualifications

- Minimum of 3 years in an administrative support capacity in a business environment is required. Prior experience within a school setting is desired.
- Minimum of an Associate’s Degree or certificate with emphasis in Business Administration is required. (An equivalent combination of training and experience may be substituted for education requirement (two years of experience for every one year of post-secondary education).)
- Bilingual (English/Spanish).

Parent Coordinator’s Experience & Education Qualifications

- Minimum of 1 year in an administrative support capacity in an office environment. Prior experience within a school setting is desired.
- High school diploma or general education degree (GED).
- A valid Driver's License and clean record.
- All candidates must pass drug screening and background checks.
- Candidates must be CPR and First-Aid certified.

Campus Security Guard’s (Aide) Experience & Education Qualifications

- Minimum of 2 years of experience in security is required. School security experience is preferred but relevant experience in these other fields of security may be considered: government security, industrial security, military, or law enforcement.
- High school diploma or general education degree (GED).
- School Security Certification as required by SB 1626 and Education Code 38001.5.

- A valid Driver's License and clean driving record.
- All candidates must pass drug screening and background checks.
- Must be CPR and First-Aid certified.

Instructional Aide's Experience & Education Qualifications

- The equivalent of graduation from high school and one of the following: Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education, *or* attainment of an Associate of Arts degree or higher degree
- Six months experience working with adolescents/children in a structured environment
- Experience working with adolescents/children requiring a specialized learning environment is preferred. Verifiable supervised experience as a volunteer in a school or related organizational activity may be substituted on an equal basis.
- Any other combination of training and experience that could likely provide the desired skills, knowledge or abilities may be considered, however, experience can not substitute for the required minimum education and a willingness to work collaboratively as an educational team member

Ánimo Charter Middle School #1 will select a staff while complying with State and Federal regulations. Green Dot schools have a rigorous national recruitment process. We advertise or plan to advertise in publications such as Los Angeles Times, Association of California School Administrators, National Association of Secondary Principals, EdWeek, and the Chronicle of Higher Education. We also employ Internet resources such as Ed-Join and MonsterTrak.

Process for Staff Selection

The principal is the main person running the school once open, and Green Dot takes extensive care to select the most qualified and dedicated principal. Green Dot will use its extensive relationships with a number of universities and other channels for attaining high quality principals who possess a Tier I administrative credential. Historically, Green Dot has had pools of between 40-100 candidates apply for the Green Dot principal positions and it is confident that it will have a similar pool of candidates from which to hire the leader of Ánimo Charter Middle School #1. Additionally, Green Dot is developing leaders within its own organization (counselors and assistant principals) who have already asked to be considered for the Ánimo Charter Middle School #1 Principal position.

The first step in the process of hiring a Green Dot principal is an interview with the school's cluster director (the cluster director is a member of the Green Dot Management Team to whom a Principal reports). Next, the candidate makes a model professional development presentation and produces an on-demand writing sample. Third, the candidate watches a short video of a teacher's lesson and then debriefs with the cluster director on feedback and next steps for support to be given to that teacher; and on the same day the candidate spends a half-day shadowing a current Green Dot principal. Next, references from past employers are thoroughly checked. Finally, the candidate has an interview with 3 members of Green Dot's executive management, and if approved, may then be offered a contract.

The steps for hiring an assistant principal are similar. The most important difference is that the hiring is done by the school’s principal, not by Green Dot’s executive management. Assistant principal’s must meet the qualifications listed above and must show the ability to lead professional development, write effectively, and coach teachers.

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

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

The Principal is responsible for the ultimate hiring decision and for yearly review.

Like every other Green Dot school, Ánimo Charter Middle School #1, during its classified staff selection process, will do the following:

- Research and establish job qualifications, including a list of position-specific criteria to be given to qualified applicants
- Announce opening(s)
- Recruit applicant(s) from a broad pool of applicants
- Request an application, resume, references, records of experiences, credentials, licenses, etc.
- Verify previous employment and check references of interviewed candidate(s)

The Principal is responsible for the ultimate hiring decision and for yearly review.

Staff Measures of Assessment for Performance and General Compensation

	Performance Measures	Salaries and Benefits
Principal	<ul style="list-style-type: none"> • Ability to balance the budget • Ability to achieve educational outcomes • Ability to complete required job duties 	<ul style="list-style-type: none"> • Starting at \$90,000 • Standard Green Dot benefits, available to all full-time (30 hours/week or more) employees: full medical, dental, vision, life and disability insurance, retirement savings plans

<p>Teachers</p>	<p>All teachers will be evaluated using the AMU/Green Dot Teacher Evaluation System, a systematic appraisal of performance based on the California Standards for the Teaching Profession. The evaluation system is based on the following standards:</p> <ul style="list-style-type: none"> • Standard 1: Engaging & Supporting Students in Learning • Standard 2: Creating & Maintaining Effective Environments for Student Learning • Standard 3: Understanding and Organizing Subject Matter for Student Learning • Standard 4: Planning Instruction & Designing Learning Experiences for All Students • Standard 5: Assessing Student Learning • Standard 6: Developing as a Professional Educator 	<ul style="list-style-type: none"> • \$47,364 - \$80,992 • Standard Green Dot benefits (see above)
<p>Assistant Principal</p>	<ul style="list-style-type: none"> • Ability to achieve educational outcomes (see “Measurable Pupil Outcomes”) as well as achieve parent/community involvement • Ability to complete required job duties 	<ul style="list-style-type: none"> • Starting at \$78,000 • Standard Green Dot benefits
<p>Counselor</p>	<p>All counselors will be evaluated using a process of reflection and appraisal of performance based on the National Association for College Admission Counseling competencies. These competencies include:</p> <ul style="list-style-type: none"> • Competency 1: The Possession and Demonstration of Exemplary Counseling and Communication Skills • Competency 2: The Ability to Understand and Promote Student Development and Achievement • Competency 3: The Ability to Facilitate Transitions and Counsel Students Toward the Realization of their Full Educational Potential 	<ul style="list-style-type: none"> • \$47,364 - \$80,992 • Standard Green Dot benefits

	<ul style="list-style-type: none"> • Competency 4: The Ability to Recognize, Appreciate, and Serve Cultural Differences and the Special Needs of Students and Families • Competency 5: The Demonstration of Appropriate Ethical Behavior and Professional Conduct in the Fulfillment of Roles and Responsibilities • Competency 6: The Ability to Develop, Collect, Analyze and Interpret Data • Competency 7: The Demonstration of Advocacy and Leadership in Advancing the Concerns of Students • Competency 8: The Ability to Organize and Integrate the Pre-college Guidance and Counseling Component into the Total School Guidance Program 	
Office Manager	<ul style="list-style-type: none"> • Evaluations will be based upon adequate completion of assigned job duties achievement and regular, punctual attendance as determined by the administration. 	<ul style="list-style-type: none"> • Starting at \$15/ hour • Standard Green Dot benefits
Parent Coordinator	<ul style="list-style-type: none"> • Adequate completion of assigned job duties • Regular, punctual attendance 	<ul style="list-style-type: none"> • Starting at \$10/hour • Standard Green Dot benefits
Campus Security Guard	<ul style="list-style-type: none"> • Adequate completion of assigned job duties • Regular, punctual attendance 	<ul style="list-style-type: none"> • Starting at \$10/hour • Standard Green Dot benefits
Instructional Aide	<ul style="list-style-type: none"> • Adequate completion of assigned job duties • Regular, punctual attendance 	<ul style="list-style-type: none"> • Starting at \$15/hour • Standard Green Dot benefits

Performance will be acknowledged, rewarded and replicated if possible. When performance is fair or poor, instructional support will be provided to ensure stronger student success. If teachers are consistently underperforming, they can be let go for just cause as outlined in our AMU contract attached as an appendix. Green Dot and its school's operate on a yearly contractual basis so that each teacher is evaluated yearly as per Article XXII in the contract between Green Dot Public Schools and the Association de Maestros Unidos/CTA/NEA . Teacher evaluations occur throughout the school year

by both the administrator through the teacher evaluation system and by fellow teachers. Green Dot will also monitor credentials in accordance with NCLB and will adhere to NCLB's definition of highly qualified. Teachers have the right to appeal any evaluation to AMU as well as Green Dot management and ultimately the Green Dot Board of Directors.

Procedure to be Used for Adequate Background Checks

Ánimo Charter Middle School #1 shall comply with the provisions and procedures of Education Code 44237, including the requirement that as a condition of employment each new employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. No employee shall be permitted to commence work at Ánimo Charter Middle School #1 until clearance has been obtained from the Department of Justice. Records of student immunizations shall be maintained, and staff shall follow requirements for periodic TB tests using the Mantoux tuberculosis test. Policies and procedures shall be adopted for issues such as fires, earthquakes, compliance with health and safety laws and other emergency responses.

All faculty and staff will undergo a criminal background check and fingerprinting to be conducted by the local police department or an outside vendor, as well as a child abuse registry check. The applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization, and to follow all mandated child abuse reporting laws. Any candidate selected to fill a position at a Green Dot School is required to complete a background investigation by using the *Live Scan Service Request* form. This form allows the candidate to go to any live scan service provider and electronically submit their fingerprints to the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI).

Anti-discrimination Statement

Ánimo Charter Middle School #1 believes that all persons are entitled to equal employment opportunity. It does not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment

No Child Left Behind

Ánimo Charter Middle School #1 agrees to comply with the provisions of No Child Left Behind as they apply to highly-qualified certificated personnel and paraprofessional employees of charter schools. Credentials will be monitored by the director of human resources at the Green Dot office.

ELEMENT 6: HEALTH AND SAFETY OF PUPILS

CA Education Code 47605 (b) (5) (F)

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

Ánimo Charter Middle School #1 will have a health, safety and risk management policy in place when the school opens. Ánimo Charter Middle School #1 shall implement a comprehensive set of health, safety and risk management policies that will address, at a minimum, the following:

- Policies and procedures for responses to disasters and emergencies including fires and earthquakes;
- Policies relating to blood-borne pathogens;
- A policy requiring that instructional and administrative staff to receive training in emergency response, including first aid, first responder training or its equivalent;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL.OSHA, the California Health and Safety Code, and EPA;
- Policies relating to the administration of prescription drugs and other medicines; and
- A policy establishing Ánimo Charter Middle School #1 as a drug, alcohol and tobacco free workplace. The policy will adhere to Title IV of the Safe and Drug-Free Schools and Communities Act to ensure that the campus is kept safe and are tobacco, drug, and alcohol free.

Procedures for Background Checks

Ánimo Charter Middle School #1 shall comply with the provisions and procedures of Education Code 44237, including the requirement that as a condition of employment each new employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. No employee shall be permitted to commence work at Animo Charter Middle School #1 until clearance has been obtained from the Department of Justice. Student immunizations shall be required as a condition of attendance to the same extent as they are required in local non-charter public schools, records of student immunizations shall be maintained, and faculty and staff shall follow requirements for periodic TB(as described in Education Code section 49406) tests using the Mantoux tuberculosis test. Policies and procedures shall be adopted for issues such as fires, earthquakes, compliance with health and safety laws and other emergency responses. Green Dot’s human resources department monitors background checks for all staff.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

Comprehensive Sexual Harassment Polices and Procedures

The School is committed to providing a campus that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including

employee to employee, employee to student, and student to employee misconduct). Please see the Parent-Student Handbook for more information on this policy.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Blood borne Pathogens

The School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The School shall function as a drug, alcohol and tobacco free workplace.

Medication in School

The Charter School has adopted a policy regarding the administration of prescription drugs and other medicines at school. The policy is detailed in the Parent-Student handbook attached as an Appendix to this charter petition.

Emergency Preparedness

Policies and procedures are maintained for issues such as fires, earthquakes, compliance with health and safety laws and other emergency responses. Such procedures are tailored for each school site and maintained on site. Employees will be trained annually on the policies and procedures in the emergency plan.

Facility Safety

Our school safety plan is attached to this charter petition in its Appendix. All Amino schools are required to have active safety plans on file as required by California Ed Code and staff will be trained annually on the safety procedures outlined in the plan.

If Green Dot finds a facility for the school and it is not an LAUSD facilities Ánimo Charter Middle School #1 will hire its own contractors and the appropriate resources necessary in order to perform the maintenance and operations functions required at its facility. Services by outside contractors will be heating, ventilation, air-conditioning, electric, life safety, remodel construction, pest management control, elevator repair and maintenance, and other maintenance functions. Green Dot employees would assume janitorial services, lighting replacement, minor facility repairs (dry wall, door locks, windows, etc), and other maintenance and operation functions at non LAUSD facilities Should Green Dot be granted use of LAUSD facilities (under prop 39 or otherwise) during the term of this petition, Green Dot will be required to enter into an agreement with LAUSD detailing all maintenance and operations functions and responsibilities prior to occupancy of the LAUSD facilities. If Green Dot is granted use of LAUSD facilities for the school, Green Dot will be required to use certain LAUSD services for maintenance and operations of the LAUSD facilities.

Food Service

The school will be a food service sponsor and contract for food services (with the LAUSD or another private foodservice provider) in the same manner done with other Ánimo schools

Security

The charter school will likely hire a full-time security guard. The security guard will know the students, the neighborhood, and the parents. Parents may also volunteer before and after school and during lunch hours for security and ensuring campus safety for students.

Nursing

The office manager will be trained in basic techniques such as CPR and nursing for minor issues. If there is any serious injury and/or illness, the appropriate local paramedic or hospital will immediately be contacted. Even before the school’s opening, the local health care facility will be contacted to create policies regarding such instances.

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237. Ed. Code §47605 9b)(5)(F)

Insurance Requirements

No coverage shall be provided to the Ánimo Charter Middle School #1 by the District under any of the District’s school-insured programs or commercial insurance policies. Ánimo Charter Middle School #1 shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Ánimo Charter Middle School #1 from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually.

It shall be the Ánimo Charter Middle School #1’s responsibility, not the District’s to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (as *named* additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the charter school from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability including Owned, Leased, Hired and Non-owned coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the charter school does not operate a student bus service. If the charter school provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the School to cover all charter school employees who handle, process or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no Self-insured retention.
5. Professional Educators Errors and Omissions liability coverage including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy, with minimum limits of \$3,000,000 per occurrence.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability of the Errors and Omissions Policy.
7. Employment Practices Legal Liability Coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools **and** any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles) as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.

Evidence of Insurance

The Charter School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such

insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the charter school deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, the School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. The School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the charter school, and their officers, directors, employees or volunteers. Moreover, the School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

School Facility

Green Dot has yet to find the actual location of the school in the South Los Angeles area; however, Green Dot is aggressively identifying properties to purchase or lease. We have engaged several real estate brokers and intend to have a site finalized by the end of the year. Green Dot will also request facilities from LAUSD under Proposition 39.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

CA Education Code 47605 (b) (5) (G)

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

Ánimo Charter Middle School #1 will comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy, adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

Every effort will be made to reach out to all sixth graders in the Ánimo Charter Middle School #1, Los Angeles area during recruitment as well as all segments of the community that are reflective of Los Angeles Unified School District. We expect to hold at least three informational meetings during winter of 2010 and spring of 2011, where we will share information about Ánimo Charter Middle School #1 and our alternative setting for families and their children, how the application process will work and the random public lottery which would be held if the applications exceed capacity. These methods have proved very successful at Green Dot’s three schools as they all have received more applicants than available seats in every year of operation. Ánimo Charter Middle School #1 will target the South Los Angeles area.

While open to all students, Ánimo Charter Middle School #1 will make an exhaustive effort to recruit students whose home attendance area school is Drew, LA Academy, Bret Harte, Clay and Gompers middle schools. Based on the following recruitment activities, Ánimo Charter Middle School #1 will successfully enroll its first 6th grade class. The community-based recruiting effort will include: 1) Mailings - Ánimo Charter Middle School #1 intends to send out a flyers to area families informing them of the option to apply; 2) Open House Meetings - Ánimo Charter Middle School #1 will host numerous open houses throughout the recruiting period to inform parents about the school; 3) Community Partnerships - Ánimo Charter Middle School #1 will work community leaders to “get the word out” about the school; 4) Community (“Precinct”) Walks - Ánimo Charter Middle School #1 may go door to door, talk to families, and hand out applications; and 5) Direct Advertising - Ánimo Charter Middle School #1 may advertise in local media, including Spanish language newspapers (La Opinion, Hoy and Classificados), neighborhood newspapers, church bulletins and the like. All information, collateral, meetings, and communications will be made in English and Spanish and any other language Ánimo Charter Middle School #1 deems appropriate based on the needs

of the community. We believe these outreach efforts will attain a racial and ethnic balance at Ánimo Charter Middle School #1 reflective of the surrounding community and LAUSD.

The School shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school, along with documentation of the efforts the school has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation. Ánimo Charter Middle School #1 will use the PowerSchool software program to track demographic information on each individual student.

Public School Choice Traveling Students

The District and Ánimo Charter Middle School #1 are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“NCLB PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). Ánimo Charter Middle School #1 agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s PSC program. The parties agree to separately memorialize any agreed-to number of PSC placements of District students at the school.

As required under NCLB, all NCLB- PSC students attending Ánimo Charter Middle School #1 shall have the right to continue attending Ánimo Charter Middle School #1 until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB- PSC student to Ánimo Charter Middle School #1 shall end in the event the NCLB- PSC student’s resident District school exits Program Improvement status.

Ánimo Charter Middle School #1 will ensure that all of its NCLB -PSC students are treated in the same manner as other students attending the school. NCLB -PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Ánimo Charter Middle School #1 will make reasonable efforts to invite and encourage the participation of the parents of NCLB- PSC students in the activities and meetings at the school.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Ánimo Charter Middle School #1 under the PSC program increases in subsequent years, Ánimo Charter Middle School #1 agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.

Federal Compliance

To the extent that Ánimo Charter Middle School #1 is a recipient of federal funds, including federal Title I, Part A funds, Ánimo Charter Middle School #1 has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Ánimo Charter Middle School #1 agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Ánimo Charter Middle School #1 also understands that as part of its oversight of the school, the Charter School Office may conduct program review of federal and state compliance issues.

ELEMENT 8: ADMISSION REQUIREMENTS

CA Education Code 47605 (b) (5) (H)

Admission requirements, if any.

Ánimo Charter Middle School #1 will admit all pupils who wish to attend the School up to capacity. Except as required by Education Code section 47605 (d)(2), admission to the School will not be determined by the place of residence of the pupil or his or her parents in California. If the number of pupils who wish to attend our school exceeds capacity, enrollment shall be determined by a random public lottery. Preference shall be given to students who live within LAUSD boundaries, students whose families provided volunteer help in establishing the school (“founding families”), those with siblings already in Ánimo Charter Middle School #1 (after year one), students of any Green Dot, or Ánimo Charter Middle School #1 employees.

It is the policy of Ánimo Charter Middle School #1 to be nonsectarian in its programs, curriculum, admission policies, employment practices, and all other operations. It shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, nationality, gender, sex, religion, race or disability sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Ánimo Charter Middle School #1 will comply with the McKinney Vento Homeless Assistance Act for homeless children and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

Ánimo Charter Middle School #1 is committed to serving all students, including academically low-achieving, economically disadvantaged students. As with other Green Dot schools, Ánimo Charter Middle School #1 tailors its student recruiting efforts and student enrollment processes to attract all students, including those classified as “low-achieving” and “economically disadvantaged.” All of the methods outlined in Element 7 are reflective of this mission. Specific activities that will be employed by Ánimo Charter Middle School #1 include: use of English and Spanish collateral; extensive grassroots marketing; simple, easy to use and easy to understand forms and brochures; removal of any language/messaging that may traditionally deter underserved student populations. Recruitment activities are ongoing and the lottery is held in the Spring.

As per California Education Code, Ánimo Charter Middle School #1 will determine enrollment based on a random public lottery should the number of pupils who wish to attend the Charter School exceed capacity. At the lottery, a presentation will be made in English and Spanish to all interested parties about the lottery process and rules. Written information may also be given to each interested party. Each family showing interest will be sent/asked to complete a short application form. No test or assessment shall be

administered to students prior to acceptance and enrollment into the school. Should we receive more than 180 applications (the 6th grade capacity in the Green Dot school model) before the deadline, a random lottery will be held. Each applicant's name will be assigned a number. Each number will be put on a card. Each card will be equal in size and shape. The card will then be put into a container or lottery device that will randomly mix all cards. A random drawing will occur, and the first 180 numbers chosen are accepted to the school. Once the student list has been set, a waiting list will be developed for those students still wishing to enroll should space become available. Waitlist ranking will be assigned in the order selected. Two separate observers will collect lottery cards and enter into an electronic database the results. The database will be double checked to the physical cards to ensure accuracy. The database will be made public as soon as practically possible, both online at Green Dot website and posted in public locations at the school site. Letters and follow up phone calls to families on the waiting list will also be made. All lottery cards and databases will be kept on file by the school or Green Dot. During the school year if vacancies should arise, the school will notify families on the wait list to see if they would like to enroll. Typically 3 separate calls on 3 different days are made, with accompanying documentation; if families do not respond within 7-10 days, they are removed from the wait list and the next family is contacted.

Ánimo Charter Middle School #1 anticipates that the open enrollment period will occur during the winter and spring of each year with the lottery taking place (if necessary), no later than June 30th. The lottery will be held at the school or a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. The lottery will take place on a weekday evening or weekend morning to ensure all interested parties will be able to attend.

Ánimo Charter Middle School #1 reserves the right to select more than 180 students for admission at the discretion of the principal to ensure the school's overall enrollment is stable. For instance, if the Ánimo Charter Middle School #1 experiences greater than usual attrition in its senior grades, the principal may elect to enroll 10 more 6th grade students, bringing the total incoming 6th grade class to 190 students. Should the principal elect to enroll greater than 180 students in the 6th grade, an announcement will be made at the lottery and additional students will be enrolled based the lottery and the methods described above. Once admitted, registration forms for students who are admitted will also gather the following: proof of immunization; home language survey; completion of emergency medical information form; proof of maximum age requirements, e.g. birth certificate; and release of records from previous school.

Ánimo Charter Middle School #1 will not require any child to attend the Charter School nor any employee to work at a charter school.

ELEMENT 9: ANNUAL AUDIT

CA Education Code 47605 (b) (5) (I)

The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

Green Dot Public Schools' Management Team shall annually oversee the selection of a reputable independent auditor with experience in education finance who is on the approved list of education auditors by the State Controller's Office, and the completion of an annual audit of AJCMS financial books and records, including attendance. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide. The audit will verify the accuracy of Green Dot Public Schools' and Ánimo Charter Middle School #1's financial statements (including their Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices, and review internal controls. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office Management and Budget.

In the past Green Dot has used Hill, Morgan and Associates, LLP. It is a firm of Certified Public Accountants licensed under the statutes of the State of California with two offices in Los Angeles County. It began operations in February 2003 under the leadership of the firm's two partners Jeffrey Hill and Raymond Morgan. Each of the partners has over 15 years of experience in non-profit auditing and accounting, most of which came from their past employment with a prominent local CPA firm. As a result of this past experience, Hill, Morgan and Associates, LLP are experts in regards to the rules and regulations with respect to generally accepted auditing standards and generally accepted accounting principles. One of the firm's goals is to provide quality hands-on auditing and accounting services too small to medium size non-profit organizations.

It is anticipated that annual audits will be completed within four months of the close of each school year, and a copy of the auditor's findings will then be forwarded to Los Angeles Unified School District the State Controller, the Los Angeles County Office of Education, and the California Department of Education, by December 15th in accordance with Education Code Section 47605(m). All financial statements will be submitted to LAUSD -within 4 months following the close of the fiscal year. The Audit Committee, which is made up of Green Dot Management, Green Dot Board members will review any audit exceptions or deficiencies and report recommendations to Green Dot's full Board as to how these have been, or will be, resolved. Ánimo Charter Middle School #1 will act upon these recommendations, and report its actions to Los Angeles Unified School District. Exceptions and deficiencies will be resolved to the satisfaction of the Los Angeles Unified School District Board of Education and its staff-

Consistent with AB 1994, Ánimo Charter Middle School #1 will provide an annual financial report to LAUSD in a format developed by the Superintendent of Public Instruction. Ánimo Charter Middle School #1 will submit its annual audit to the State Controller, COE, CDE and LAUSD.

Administrative/business operations will be performed by Green Dot Public Schools' home office. Green Dot provides the following services, plans and systems to its 18 schools and will provide similar services to Ánimo Charter Middle School #1:

- 1) all budget preparation
- 2) application for revolving loan
- 3) setup of fiscal control policies and procedures
- 4) setup and assistance for administration of human resources – including payroll
- 5) interface when necessary with district, county, and state in matters relating to fiscal affairs, reporting, audits, accountability
- 6) attendance accounting and reporting controls
- 7) all accounting services – including establishing chart or accounts (SACS)
- 8) setup of banking relationships
- 9) preparation for annual audit

Additional services provided by Green Dot Public Schools' home office are detailed later in the charter.

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allow under the law as it may change from time to time.

The following reports will be submitted to LAUSD and other reports as requested, in the required format and within timelines to be specified by LAUSD each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – By December 15th following the end of the fiscal year
- g. Classification Report – monthly the Monday after close of the last day of the school month, or as defined by the LAUSD calendar of Reports
- h. Statistical Report – monthly the Friday after the last day of the school month, or as defined by the LAUSD calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- Bell Schedule – annually by November

ELEMENT 10: STUDENT DISCIPLINE

CA Education Code 47605 (b) (5) (J)

The procedures by which pupils can be suspended or expelled.

Students shall not be suspended or expelled for academic failure. Students shall only be suspended or expelled for actions as defined by Element 10 of the charter petition and the Parent-Student Handbook.

The discipline policy of Ánimo Charter Middle School #1 will be reviewed with students and parents upon admission to AJCMS and the signing of the Parent-Student Handbook. By signing the Parent-Student Handbook, the students and parents acknowledge their understanding of and their responsibility to the standards set forth in the student discipline policy. This policy will be reviewed annually and revised, considering input from parents, students and school site staff. The student discipline policy will define student responsibilities, unacceptable behavior, and the consequences for noncompliance. Ánimo Charter Middle School #1's student discipline policy has been established in order to promote learning and protect the safety and well being of all students at the school. Green Dot and Ánimo Charter Middle School #1 administrators have reviewed the suspension and expulsion portion of the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. This policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The student discipline policy will clearly describe discipline expectations, and it will be printed and distributed as part of the Parent-Student Handbook which is signed by each family upon enrolling at the beginning of the school year.

Progression of Disciplinary Procedures

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

Teacher Detention

Prior to suspensions and expulsions, students may receive any or all of the following: warnings, detentions, phone calls home, parent conferences, a behavior contract. Any Ánimo Charter Middle School #1 teacher may assign a teacher's detention to a student. During detention students may have to write a reflective response about their conduct. Detentions will be held onsite after school. A teacher may elect to hold detention in the classroom or in the designated detention room.

Offenses That May Result in a Teacher's Detention

Teacher and Administrative detention process is the same. As a general rule teachers assign a Teacher Detention for minor classroom misconduct such as: chewing gum, passing notes, making noises, minor inappropriate conflicts with others, or cheating. Repeated violations by individuals will be referred to the Principal. When there is a serious violation of the rules, the student will be referred to the Principal. A serious violation may include any violation listed under Suspension or Expulsion section in this element of the charter petition below.

Administrative Detention

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

After a student is given a school detention, the student's parent/guardian may be notified by telephone by the Principal or designee. Ánimo Charter Middle School #1 will use a progressive discipline system defined in their handbook to intervene in student behavior.

A serious offense may include any violation listed under Suspension or Expulsion section in this element of the charter petition.

Suspension

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive, as well as to protect the student body as a whole from dangerous and disruptive behavior.

A student serving *on campus suspension* reports to school at the regular time in full uniform. Each teacher will give the student written assignments that he or she must complete under the direct supervision of the Principal or designee. The student will not attend any classes or go out for break. The student will eat lunch in the assigned room.

Whether suspension occurs in school or out, the maximum number of consecutive days a student may be suspended five (5), unless the suspension is extended pending an expulsion hearing with the of the Discipline Review Board. Upon a recommendation of Expulsion by the Principal or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Students shall not be suspended for more than twenty (20) school days in a year, unless the suspension has been extended pending an expulsion hearing.

Students on suspension pending an expulsion hearing may request that academic work be made available for pick up at the office.

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension/Expulsion Offenses

Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- d) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- e) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- f) Committed or attempted to commit robbery or extortion.
- g) Caused or attempted to cause damage to school property or private property.
- h) Stole or attempted to steal school property or private property.
- i) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- j) Committed an obscene act or engaged in habitual profanity or vulgarity.
- k) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- l) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- m) Knowingly received stolen school property or private property.

- n) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- o) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- p) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- q) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- r) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- s) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- t) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating,

hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- w) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.
- x) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Student Discipline Board

The Ánimo Charter Middle School #1 Discipline Review Board (“DRB”) is an advisory committee to the Principal and is comprised of administrator(s) Assistant Principals Counselors and Cluster Directors and teachers. Members of the Board may be nominated, elected, or appointed teachers. The Principal convenes the board when needed, is Chair, and is a non-voting member. It is the responsibility of the Principal to have available all pertinent materials for each gathering.

The DRB convenes when a student commits a serious violation of the discipline code or has broken the terms of his or her particular Contract (Attendance/Academic, Personal, and Disciplinary Probation). The DRB will also consider suspension appeals. The DRB recommends to the Principal its conclusion(s). It may recommend disciplinary action, terms of probation, suspension duration, from the school or expulsion. At least one parent/guardian and the student must be present. The Principal may meet with the DRB for advice and to review and evaluate this discipline policy. All expulsion recommendations must be submitted to Green Dot’s Home Office Discipline Review Panel pursuant to the policy below. Any recommendation of expulsion will be approved only after a hearing by

Green Dot’s Home Office Discipline Review Panel. The Green Dot Home Office discipline review panel consists of home office staff, administrators and teachers who are not part of Ánimo Charter Middle School #1.

Mandatory Expulsion

A student may be recommended for expulsion from Ánimo Charter Middle School #1 for any of the violations listed above in the section titled: “*Suspension/Expulsion Offenses*”, upon recommendation by the Principal and after a decision by the Green Dot’s Home Office Discipline Review Panel.

It is a federal mandate(Federal Gun Free Schools Act of 1994) that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. The following violations shall result in an immediate suspension and a recommendation for expulsion:

- Brandishing a knife at another person,
- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal,
- Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code)
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code., including providing or selling narcotics of any kind (immediate expulsion)and
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 of the California Education Code or committing a sexual battery as defined in subdivision (n) of Section 48900 pf the California Education Code.

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or occurring within any other school district and that act occurs at any time, including, but not limited to 1) while on school grounds, 2) while going to or coming form school, 3) during the lunch period whether on or off the campus, or during or while going to or coming form a school-sponsored activity.

Authority to Expel

A student may be expelled either by the Ánimo Charter Middle School #1 Green Dot’s Home Office Discipline Review Panel following a hearing before it. The Green Dot’s Home Office Discipline Review Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School’s governing board.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held

within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded by the Principal or designee to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The hearing will proceed as follows:

- Both representatives for the School and the pupil identify themselves.
- The proceedings will be tape-recorded.
- The hearing will be conducted in closed session unless a written request has been made to conduct it in public session.
- Only involved parties are present.
- The School will present its case first, then the case for the pupil will be presented.
- All witnesses will be sworn to tell the truth prior to testifying.
- Brief opening statements will be made by both parties.
- The School will present documentary evidence or witnesses in support of the charges.
- The pupil or representative may then cross-examine any School witness.
- Witnesses other than the parties will be excused upon having provided testimony.

- Upon conclusion of the School’s case, the pupil; or representative may then present documents, witnesses, or other evidence in support of his case.
- The School may then cross-examine any witnesses presented by the pupil.
- Following the case presentations, both parties will make closing statements and recommendations.

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The final decision by the Green Dot’s Home Office Discipline Review shall be made within ten (10) school days following the conclusion of the hearing.

Appeal Rights

In the case of a suspension, parents and students may appeal a suspension to the Ánimo Charter Middle School #1 DRB. The parent may bring witnesses or evidence and provide written responses to the DBR. The DRB will make a recommendation to the principal, who ultimately makes a ruling on whether or not a suspension shall be upheld.

Parents have the right to appeal expulsions and suspensions first to Green Dot Public Schools’ management and then finally to the Green Dot Board of Directors. A parent or student must submit a written appeal within 10 days of being informed of the expulsion to Green Dot Management, at which time Green Dot Management, similar in principle to LAUSD’s district office, will review the relevant documents, including the findings of fact, the record of the hearing, all evidence presented at the hearing, and meet with the Principal, the Green Dot Home Office Discipline Review Panel, and the student as appropriate.

If Green Dot Management does not support the decision, the student will be returned to school or the Green Dot Home Office Discipline Review Panel may be asked to reconsider its decision with new information. If Green Dot Management supports the decision of the school, that decision can be appealed to the Green Dot Board of Directors; a printed list of the board of directors is accessible and made public knowledge, similar in principle to LAUSD's board of education. The Board of Directors will hear the appeal at the next regularly scheduled board meeting.

Data Collection

Ánimo Charter Middle School #1 will collect suspension and expulsion data, which will be available for District review, including the following outcome data:

- Suspensions
- Expulsions and Expulsion Placements
- Reinstatements
- Out of District Expellees

Future Placement

If the student is expelled, Ánimo Charter Middle School #1 will assist parents in finding a new placement for an expelled student including advising parents to work with the district of residence, and/or private schools to assist with the appropriate educational placement or to work with the Los Angeles County Office of Education for an alternative school placement.

If a student is expelled or leaves Ánimo Charter Middle School #1 without graduating or completing the school year for any reason, pursuant to California Education Code section 47605(d)(3), Ánimo Charter Middle School #1 shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card, and health information.

Rehabilitation plans

Pupils who are expelled from Ánimo Charter Middle School #1 shall be given a rehabilitation plan upon expulsion as developed by the school's Discipline Review Board at the time of the expulsion order which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Ánimo Charter Middle School #1 for readmission. The amount of time is determined by the Discipline Board and will be adhered to.

The Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School's governing board shall readmit the pupil; unless the Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the

procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

In the case of a student who has an IEP, or a student who has a 504 Plan, the charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter's failure to implement the 504 Plan?

Additional information about the student discipline policy at Ánimo Charter Middle School #1 can be found in the Parent – Student Handbook which has been included in the Appendix of this Charter.

ELEMENT 11: RETIREMENT SYSTEM

CA Education Code 47605 (b) (5) (K)

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal Social Security.

Ánimo Charter Middle School #1 teachers shall be a part of the State Teachers' Retirement System, (STRS). Other employees shall be covered by the Public Employees' Retirement System, (PERS), or Social Security as appropriate. Payroll services for all of Green Dot's current certificated employees are currently processed by Ceridian. Green Dot, at the directive of LACOE, utilizes the services of Hess & Company to translate Ceridian data into the approved LACOE data format. Green Dot shall submit retirement contributions to Hess & Company in a timely manner. Hess & Company ensures the accuracy of the STRS/PERS reporting to LACOE based on their long history of working with LACOE.

Ánimo Charter Middle School #1 will comply with the provisions of EERA. All employment related issues are addressed in our collective bargaining agreements that are included in the appendix.

ELEMENT 12: STUDENT ATTENDANCE

CA Education Code 47605 (b) (5) (L)

The public school attendance for pupils residing within the school district who choose not to attend charter schools.

No student may be required to attend the Charter School.

Pupils who choose not to attend Ánimo Charter Middle School #1 may choose to attend the existing middle schools in their district of residence, or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district. Annually, the charter school will inform parents in writing about the transferability and eligibility of courses to other public schools. In addition, this information will be part of the parent orientation meeting for all new students.

- The address of the Charter school is: 1149 S. Hill St, Ste. 600 Los Angeles, CA 90015
- The contact phone number of the Charter school is: (323) 565-1600
- The contact person for the Charter school is: Marco Petruzzi, lead petitioner
- The number of rooms at the charter school is:
- The grade configuration is 6 - 8.
- The number of students in the first year will be 180.
- The grade level(s) of the students the first year will be 6th.
- The opening date of the Charter School July 2011.
- The admission requirements include: See Element 8
- The operational capacity will be 540 students in grades 6 – 8. The school’s actual enrollment may vary based on student retention/attrition rates.
- The instructional calendar will be: See Appendix
- The bell schedule for the charter school will be: See Element 1

Traveling students will have the option to attend Ánimo Charter Middle School #1. Interested traveling students must follow the same admissions procedures as other students as detailed in Element 8.

ELEMENT 13: RETURN RIGHTS OF EMPLOYEES

CA Education Code 47605 (b) (5) (M)

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

The following is the description of the rights of any employees of the District upon leaving the employment of the District to work at Ánimo Charter Middle School #1, and of the rights of return to the District after employment at Ánimo Charter Middle School #1 as required by Education Code section 47605(b)(5)(M):

- A) Any rights upon leaving the employment of LAUSD to work at Ánimo Charter Middle School #1 that the District may specify.
- B) Any rights of return to employment in LAUSD after employment in the Charter School as the District may specify.

Ánimo Charter Middle School #1 employees are employees of Green Dot Public Schools. In the event Ánimo Charter Middle School #1 or Green Dot ceases or in the event Ánimo Charter Middle School #1 employees seek employment in the District or county, they are considered free to do so.

Employees of the District who choose to leave the employment of the District to work in the Charter School shall have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreement.

Former District employees must consult with the District to determine their eligibility for leave.

Leave for classified employees and Teacher Assistants shall be for a minimum of one year. The leave shall be extended upon request of the employee; however, the total period of leave shall not exceed the duration of the initial charter.

ELEMENT 14: DISPUTE RESOLUTION

CA Education Code 47605 (b) (5) (N)

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter.

The staff and governing board members of Ánimo Charter Middle School #1 agree to attempt to resolve all disputes regarding this Charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy, claim, or dispute arising out of or relating to the charter agreement between the District and Ánimo Charter Middle School #1, except any controversy or claim that in any way related to revocation of this Charter, shall be handled first through an informal process in accordance with the procedures set forth below.

- (1) Any controversy, claim, or dispute arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be submitted in writing (“Written Notification”). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the US Mail. All written notices shall be addressed as follows:

To Green Dot Public Schools:	Green Dot Public Schools Attn: Marco Petruzzi 1140 S. Hill Street, Ste. 600 Los Angeles, CA 90015
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To Director of Charter Schools:	Director of Charter Schools Los Angeles Unified School District 333 South Beaudry Avenue 25 th Floor Los Angeles, CA 90017
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- (2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss claim or the controversy, (“Issue Conference”). The Issue Conference shall take place within

- fifteen (15) business days from the date the Written Response is received from the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- (3) If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.
 - (4) If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.
 - (5) However any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

ELEMENT 15: COLLECTIVE BARGAINING

CA Education Code 47605 (b) (5) (O)

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7, commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code.

Employees of Ánimo Charter Middle School #1 will have full collective bargaining rights, as defined by the Educational Employees Relations Act (EERA). For the purposes of EERA, Green Dot Public Schools (representing Ánimo Charter Middle School #1) is the exclusive public school employer.

Certificated employees at Green Dot schools have organized as the Asociación de Maestros Unidos (AMU), an affiliate of the CTA. Green Dot's first comprehensive agreement with the AMU was signed and completed in spring 2003. Green Dot anticipates that certificated employees of Ánimo Charter Middle School #1 will join the AMU, unless otherwise agreed upon between Green Dot, AMU, LAUSD, and the United Teachers of Los Angeles (UTLA).

Classified employees at Green Dot schools have organized as the Ánimo Classified Employees Association, an affiliate of the CTA. Green Dot's first comprehensive agreement with the ACEA was approved by the Green Dot Board of Directors in May 2009 and will become effective July 1, 2009.

Employee Compensation, Work Year and Hours of Employment

Certificated employees at Ánimo Charter Middle School #1 will be paid according to the pay scale that has been agreed upon between Green Dot and AMU. A detailed breakout of the compensation for certificated employees as well as the process used to develop the salary scale can be found in the union agreement, which has been included in this charter application. Compensation is discussed explicitly in Article XXIX of the contract. Additionally, a break out of the agreed upon number of work days annually and a description of the professional workday are delineated in the contract as well (Article VI).

Salaries for classified employees have been developed by analyzing the average salaries in comparable school districts for classified employees. Green Dot's classified salaries typically fall in the middle of the comparable range. The work year for classified employees is defined by the new ACEA agreement referenced above.

Dispute Resolution Process

The dispute resolution process for certificated and classified Green Dot employees is defined by their respective collective bargaining agreement.

ELEMENT 16: PROCEDURES FOR SCHOOL CLOSURE

Revocation

The District may revoke the charter of Ánimo Charter Middle School #1 if Ánimo Charter Middle School #1 commits a breach of any terms of its charter. Further, the District may revoke the charter if Ánimo Charter Middle School #1 commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, the District may revoke the charter of the Ánimo Charter Middle School #1 on any of the following grounds:

- Ánimo Charter Middle School #1 committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Ánimo Charter Middle School #1 failed to meet or pursue any of the pupil outcomes identified in the charter.
- Ánimo Charter Middle School #1 failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Ánimo Charter Middle School #1 violated any provisions of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), the District will notify the Ánimo Charter Middle School #1 in writing of the specific violation, and give the Ánimo Charter Middle School #1 a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Charter Renewal

The duration of for the initial charter petition is 5 years. The Charter School must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.

Closure Procedures

The following are closing procedures that abide by Cal. Educ. Code §47605(b)(5)(P), should the school close for any reason. The decision to close Ánimo Charter Middle School #1 either by the Ánimo Charter Middle School #1 governing Board or by the LAUSD Board, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the Charter is revoked or non renewed by the LAUSD Board of Education; the charter school board votes to close the school; or the Charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of the Ánimo Charter Middle School #1 will be issued by Ánimo Charter Middle School #1 within 72 hours after the determination of a Closure Action. A sample copy of the

language used in the written notification is also to be made to LAUSD within the same time frame.

- a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
 - b. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
 - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
2. Written notification to LAUSD of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
 3. Transfer of student records to the receiving schools, within seven calendar days from the determination of an Action to Close.
 4. Written notification to the California Department of Education and the Los Angeles County Office of Education of the Closure Action shall be made by the Ánimo Charter Middle School #1 by registered mail within 72 hours of the decision to Closure Action.
 5. Ánimo Charter Middle School #1 shall allow LAUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by LAUSD.
 6. A financial closeout audit of the school will be paid for by Ánimo Charter Middle School #1 to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Ánimo Charter Middle School #1 will be the responsibility of the Ánimo Charter Middle School #1 and not LAUSD. Ánimo Charter Middle School #1 understands and acknowledges that Ánimo Charter Middle School #1 will cover the outstanding debts or liabilities of Ánimo Charter Middle School #1. Any unused monies at the time of the audit will be returned to the appropriate funding source. Ánimo Charter Middle School #1 understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds.
 7. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Ánimo Charter Middle School #1 Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

8. Ánimo Charter Middle School #1 Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

9. In addition to a final audit, Ánimo Charter Middle School #1 will also submit any required year-end financial reports to the California Department of Education and LAUSD, in the form and time frame required.

10. If the charter school is a nonprofit corporation, the corporation does not have any other functions than operation of the charter school, the corporation will be dissolved according to its bylaws.

a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.

b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Petition.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter or any other act or event that would end Ánimo Charter Middle School #1 right to operate as a charter school or cause Ánimo Charter Middle School #1 to cease operation. Ánimo Charter Middle School #1 and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Facilities

- Charter Petitioner or Developer _____
charter school name
- Charter Management Organization _____
if applicable
- Petitioner’s Mailing Address _____
- Proposed Charter School Location _____
- LAUSD Attendance Area _____
names of District school sites near proposed location
- Proposed Charter School to be located within the boundaries of LAUSD.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy at least 45 days prior to the date the school is scheduled to open, issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without a Certificate of Occupancy for the designated use of the facility unless an exception is made by LAUSD’s Innovation and Charter Schools Division. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility at least 45 days before the school is scheduled to open or operate in the facility or facilities. Charter School shall not open in any location for which it has failed to timely provide a Certificate of Occupancy to the District, unless otherwise discussed with and approved by the Innovation and Charter Schools Division. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The school will comply with the Healthy Schools Act California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at:
www.laschools.org/employee/mo/ipm.

Asbestos Management: The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

If District facilities are used during the term of this charter, the charter shall abide by and adhere to all LAUSD standards and established policies relating to Maintenance & Operations.

As a condition to the approval of the charter petition, if the charter school is using or will use any LAUSD facilities during the term of this charter petition, the charter school shall execute an agreement provided by LAUSD for the use of LAUSD facilities: (a) if the charter school is currently using LAUSD facilities, the charter school shall execute the agreement provided by LAUSD for the use of LAUSD facilities within sixty (60) days of the approval of this charter petition; or (b) if the charter school requests and will use LAUSD facilities at any time during the term of this charter petition, the charter shall execute the agreement provided by LAUSD for the use of LAUSD facilities prior to occupying or using the LAUSD facilities; and (c) if the charter school has the opportunity to continue in occupancy and use without vacating the LAUSD facilities on an annual basis, the charter school agrees it shall execute the agreement provided by LAUSD for the use of the LAUSD facilities within sixty (60) days of delivery of the agreement. In the event of any conflict between references in this charter petition to LAUSD facilities and an agreement executed by the charter school and LAUSD for the use of LAUSD facilities by the charter school, the agreement for the use of the LAUSD facilities shall supersede.

LAUSD OWNED PROPERTY/FACILITIES

The following are disclosures and conditions that will apply in the event the charter school elects to use District-owned facilities at any time during the term of the proposed charter:

Fiscally-independent Charter Schools using District Facilities

If District facilities are used during the term of the proposed charter, the charter school shall abide by all LAUSD policies including, but not limited to, Maintenance & Operations standards.

Pro Rata Share: Fiscally-independent charter schools using District facilities will be charged a pro-rata share of the facilities costs as permitted by the Charter School Act of 1992. The pro-rata share will cover deferred maintenance work which will be provided subject to District-wide priorities and the availability of State funding.

Maintenance & Operations Services: The Charter will be required to use the following District provided services and reimburse LAUSD accordingly.

- Pest Management: Charters must utilize District pest management services on

a fee-for-service basis in accordance with the Board-approved Integrated Pest Management policy. In the event the charter school shares District facilities with another user(s), the charter school shall pay its proportionate share of the cost of the pest management services.

- Utilities: Charters will be required to reimburse the District for all electricity, gas, water, sewer and related charges.
- Charters will reimburse the District for all regulatory licenses, fees and permits and the cost of any required inspections.

A charter school that is the sole occupants of District facilities may request the following Maintenance & Operations services which are provided and charged on are available to charter

schools using District facilities on a fee-for-service basis. In the event the charter school shares District facilities with another user(s), LAUSD will provide the following Maintenance & Operations services and may include the cost of such services in the facilities cost for the District facilities and the charter school shall pay its proportionate share of such costs:

- Routine Maintenance
- Preventive Maintenance
- Building Equipment Operations (e.g., water treatment and air filter changes)
Exception: Charters sharing a site with a traditional District school are required to reimburse the LAUSD for services related to maintaining any shared systems (e.g., filter changes for shared air handling systems)
- Alterations and Improvements-
All Alterations and Improvements (A&I) on District owned sites shall be approved by LAUSD prior to the start of any planning, design and construction. Charter School shall reimburse LAUSD for all expenses including but not limited to the design, review, construction and inspection of alterations or improvements. All A&I work will conform to District design guidelines and specifications, Office of Environmental Safety (OEHS) requirements and Division of State Architect (DSA), as appropriate.
- Custodial
- Gardening
- Landscaping
- Tree Trimming
- Gasoline Delivery (secondary sites only)

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at:

www.laschools.org/employee/mo/ipm

Charters using District facilities will need to ensure that the facilities have been inspected by the Asbestos Technical Unit prior to occupancy.

Maintenance and Operations reserves the right to conduct a baseline inspection when facilities are initially provided to the charter school and periodically thereafter to ensure facilities are maintained to District standards. The inspection costs will be covered under the supervisory oversight fee.

Affiliated Charter Schools using District Facilities

LAUSD will provide Maintenance and Operations services to affiliated charter schools at a level comparable to other LAUSD schools.

Use Agreement: Fiscally-independent charter schools using District facilities (occupying the entire site or sharing the site with other user(s)) shall be required to enter into a written agreement setting forth the terms, conditions and covenants for the charter school's use of the District facilities prior to occupancy. Further, if LAUSD provides furnishings, equipment and/or other technology, Charter School shall enter into a written agreement containing the terms and conditions of its use prior to occupancy.

José J. Cole-Gutiérrez
Director
Innovation and Charter Schools Division

PARENT / TEACHER SIGNATURES OF SUPPORT

CA Education Code 47605 (a) (1)

...A petition for the establishment of a charter school within any school district may be circulated by any one or more persons seeking to establish the charter school. The petition may be submitted to the governing board of the school district for review after either of the following conditions are met:

- (A) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation*
- (B) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation*

FINANCIAL PLAN

Historical Performance of Green Dot Schools

Over the last ten years, Green Dot Public Schools has performed very well financially as it has opened 18 charter high schools similar to Ánimo Charter Middle School #1; all of which are financially sound. Green Dot's strong financial performance has been driven by its efficient school and organizational model and its effectiveness at accessing State, Federal and Local public funds as well as private philanthropy to pay for school start-up costs.

Green Dot schools are self-sustaining on public funds (Federal, State and Local) after their start-up costs have been funded. Green Dot high schools are expected to be self-sustaining on public funds forever by their fifth year of operation. We anticipate Ánimo Charter Middle School #1 will meet or exceed this goal. The key factors that enable Green Dot schools to operate effectively on the public dollar are: a) high student attendance rates, b) lower number of classified employees per student than a traditional district school, c) greater utilization of all employees and d) low non-classroom based operating expenses due to increased efficiencies.

Ánimo Charter Middle School #1 will follow a similar financial model in order to ensure that the school will be financially sound and can provide a great education to the students it serves. Additionally, as a charter school network, Green Dot can access capital or use its built-up reserves in order help Ánimo Charter Middle School #1 if it does run into any financial difficulty.

Start-up Funds and budget

Green Dot has been very successful at securing public and private funding to cover the costs of opening its schools. It has already secured over \$8.1 million in state start-up grants, with every Green Dot school receiving an award since the creation of the program. In line with Green Dot's historical success in receiving the grants, Ánimo Charter Middle School #1 is expected to receive one and this has been factored into the planning budget.

Green Dot is also very successful at fundraising from private foundations in order to help support its growth. Green Dot has received commitments of over \$57 million in commitments from private foundations over its history. Green Dot has already received a commitment from a funder to receive \$500k for every new school that Green Dot opens in the future. A portion of this \$500k is reflected in the current financial projections. Green Dot will continue to fundraise throughout the 2011-12 school year and beyond, and is confident that it will be able to raise the funds necessary to support its schools because of the success it has had to date.

Ánimo Charter Middle School #1 will also have access to Green Dot's multiple credit facilities (\$1 million revolving lines of credit through California Charter Schools Association and other lending institutions) as well as Green Dot's corporate cash reserves

to cover any cash flow issues that may arise because of timing differences in which revenues are accrued versus collected.

All costs in the Start-up budget are also included in the detailed 5-year projections of this application.

Financial Model

The operating budget for a full 6th – 8th grade Green Dot middle school serving 540 students is approximately \$4.1 million. It will cost Green Dot approximately \$903,513 to open Ánimo Charter Middle School #1 and get it to sustainability. The financial model is based upon the best data available to Green Dot at this time.

Key Assumptions – Revenue

- Number of Students: Each Green Dot middle school will open with a sixth grade of 180 students, add a new grade each year and serve grades 6 – 8 in their 3rd year and beyond. At full capacity, the school will serve 540 students, with 180 in each grade level. No student attrition is built into the model as the school will continue to enroll students throughout the school year to ensure full enrollment.
- State per Pupil Funds: Principal apportionment from the State of California makes up approximately 71% of revenue in a school's steady state. Schools are projected to have an average daily attendance (ADA) of 95%. Although a 95% ADA is comparatively high, Green Dot believes that it will be achieved at Ánimo Charter Middle School #1 based on the fact that several of Green Dot's first 18 schools have achieved ADA's of 95% and above. If the school is unable to maintain a 95% ADA rate, it may slightly increase the number of students it accepts in the school, if necessary, in order to ensure that it is financially sound. Because Ánimo Charter Middle School #1's Student / Teacher ratio is very low, a slight increase in the size of the student population will not have a material effect on the educational program. The principal apportionment is projected at \$5,109 per ADA in the 6th grade and \$5,255 per ADA in the 7th and 8th grades, the current rate for FY 2008.
- Special Education Entitlement: Based on the existing LAUSD rate, which is \$427 per student after encroachment.
- Federal Revenue: Accounts for 9% of revenue and is made up mostly of Title 1 funds (\$385 per eligible student) and federal lunch program reimbursement. 90% of the students are projected to qualify for free & reduced lunch, which is an estimated rate for students coming from neighborhood elementary schools.
- Other State Revenues: Account for 19% of revenue and are made up primarily of the State Block Grant (\$400 per ADA) and State Lottery Income (\$121 per ADA).
- Local Revenue: Consists primarily of school site fundraising. Ánimo Charter Middle School #1's PTA will participate in school site grant writing, candy drives,

walkathons, etc., to raise funds for the school. The amounts allocated in years 2-5 are very conservative amounts compared to historical data at the other Ánimo schools with 2-5 years of historical data. However, if for some reason the school cannot raise the allotted amount of money, Green Dot will use the money it raises to open new schools to supplement the income.

Key Assumptions - Expenses

- Personnel and Benefits: 67% of revenue in steady state (year 5 and beyond). Average teacher's salary is estimated at approximately \$55,000. At capacity, a new school is projected to have 23 Teachers, 2 Administrators, 1 Counselor and up to 6 support staff. The number of classified employees is kept relatively low to enable Ánimo Charter Middle School #1 to have a low student to teacher ratio without substantially increasing its budget.
- Education and Student-Related Expenses: 23% of revenue in steady state. Includes books and supplies, student activities and food, student transportation, employee development, special education support and computers. These assumptions are in line with the historical performances of Green Dot's first 18 schools.
- Services and Other Operating Expenses: 26% of revenue in steady state, which includes mortgage/lease, maintenance, utilities, housekeeping, security, communications, insurance, equipment and other operational costs. Facilities and facilities-related expenses are the assumption with the greatest variability in the financial model and fluctuate depending on purchased versus leased facilities, facility location and condition of the facility. The financial model assumes that Ánimo Charter Middle School #1 is opened in a facility where the lease is 12% of the school's total revenue. The assumptions made for utilities, maintenance, janitorial and security expenses are in line with the historical performance at Green Dot's other schools. Ánimo Charter Middle School #1 believes that these estimates are very conservative and expects its facilities costs to be less as it is able to access LAUSD property for its site.
- Management Fee to Green Dot: 6% of revenue is paid as a management fee to fund the Green Dot Home Office. Green Dot management reserves the right to adjust the management fee as necessary to ensure school sustainability.
- Reserve for Economic Uncertainty: As required by Charter law, Ánimo Charter Middle School #1 will maintain a reserve for economic uncertainty. 5% of expenditures will be kept in reserve annually.

Model Sensitivities

Ánimo Charter Middle School #1' model is most sensitive to: a) the amount of the principal apportionment, b) the average daily attendance percentage, c) certificated teacher salaries, and d) facilities costs. Attached are Ánimo Charter Middle School #1's projected five - year income statement as well as its three-year cash flow projections.

Miscellaneous

Green Dot will work directly with school personnel to train and implement accounting procedures and controls for the deposit of funds and handling of cash. Copies of Green Dot's internal accounting processes, controls and guidance are available upon request.

5-Year Income Statement Projections

See Attachment

3-Year Cash Flow Projections

See Attachment

FACILITY PLAN

Ánimo Charter Middle School #1 will secure a facility for the 2011-2012 school year. The school will likely move into a temporary facility for its first year of operation and will likely move at least once during its lifetime. Ánimo Charter Middle School #1 will work collaboratively with the District in order to fulfill its long term facility needs. This collaboration will include discussions related to Prop. 39, state bonds and/or bonds recently passed by LAUSD.

An appropriate safety plan will be developed as soon as the school site facility is finalized. All Amino schools are required to have active safety plans on file as required by California Ed Code.

Location

Green Dot has yet to find the actual location of the school in area of South Los Angeles; however, Green Dot is aggressively identifying properties to purchase or lease. Green Dot has engaged several real estate brokers and intends to have a site finalized by the end of the year. Green Dot will also submit a request for facilities to LAUSD under Proposition 39. Ánimo Charter Middle School #1 will obtain property insurance coverage for the site if it is not an LAUSD facilities and, if provided an LAUSD facilities, and may be required to participate in the property insurance LAUSD maintains for its facilities.

COURT-ORDERED INTEGRATION

Ánimo Charter Middle School #1 is subject to the requirements of the Crawford Court Order. Ánimo Charter Middle School #1 will provide a written plan to achieve and maintain the District’s ethnic balance goal, which is with a 70:30 or 30:70 ratio.

Plan

It is our goal to improve the opportunities the educational opportunities for economically disadvantaged students. Ánimo Charter Middle School #1 plans to do as well as or better than neighboring community schools in conducting outreach for potential students and achieving an ethnic balance. As indicated in Element 7, every effort will be made to reach out to all sixth graders in the Ánimo Charter Middle School #1 area of Los Angeles area during recruitment as well as all segments of the community that is reflective of Los Angeles Unified School District. Our outreach will include flyers sent out to families of fifth grade students who would typically attend Gompers, Clay and Bret Harte Middle School to ensure that all students in the area have an opportunity to attend the school. Community members will be notified through community meetings, mailings, personal phone calls and possibly newspaper advertisements. We expect to hold at least three informational meetings during winter 2010 and spring of 2011.

1. Ánimo Charter Middle School #1 will provide to LAUSD all requested information using District forms, including the ethnic survey. The Charter must provide LAUSD with a system that can interface with the LAUSD Student Information System (SIS) for all enrolled students to assist with compliance monitoring. After the Charter submits the ethnic survey information during the first year of operation, Budget Services, Financial Planning Division and Office of Student Integration Services will use the information listed below for compliance purposes:

- Norm Day Classification
- Total School Enrollment
- Number of Students by Grade Levels
- Number of Students by Ethnicities and Grade levels
- List of Register-Carrying Teachers in Classrooms
- List of all highly qualified Certificated Personnel in core subjects as defined in No Child Left Behind and State policy and regulation (affiliated Charters will indicate teachers funded by Court-ordered Integration)
- List of Emergency Credentialed Teachers in non-core subjects.
- Unfilled Classroom Teacher Positions
- Fiscal Year-End Financial Report
- Number of Students Living Outside the LAUSD Attendance Area

ATTENDANCE ACCOUNTING

Below are the attendance procedures that are currently followed at other Green Dot Schools. These same procedures will be followed at Ánimo Charter Middle School #1.

1. Attendance is taken every period of the day. Teachers mark absences and tardies on their roll lists for each period.
2. After attendance is taken the first period of the day, teachers fill out an "Absent Students List". Absent Students Lists are delivered to the main office at the beginning of the first period. Copies of the lists are then made and distributed to all teachers- who then correlate the list back to their individual classes. Any discrepancies are immediately reported into the office.
3. The office manager compiles all of the Absent Students Lists for the day and calls the parents/guardians of each of the students marked absent. If she speaks with the parent/guardian, she notes the reason for the absence on the Absent Students List. The person spoken to, time, and date are also noted by the office manager.
4. Absent Students are then logged in the master attendance log in the main office. The master attendance log calculates all enrolled students, daily ADA, weekly, and monthly ADA. ADA figures are reported daily for the entire school, as well as for any students over any given time period. Students counted as absent or suspended receive a "0" in the log for each respective day, students that are present receive a "1" in the log for each respective day. For a student to count as being present for the day - a minimum of 4 hours at school must occur. This is approximately 2 and 2/3, 90-minute periods.
5. A list of all students absent for the day is made and distributed to all teachers. Throughout the day, if teachers notice students missing from their class who are not on the Absent Students List, they notify the office immediately so that the student can be located. If a student is present in a class after the first period of the day and are on the Absent Students List, the teacher must notify the office immediately. The student is issued a readmit slip if they have a note excusing their absence, and they are given a truancy slip if they do not have a note excusing their absence. Truancy must be cleared with the front office through a note or a phone call from the parent/guardian.
6. Teachers are given a copy of the master attendance log every two weeks. They check their roll sheets against the master log and sign and date that they have verified their attendance sheets. The teacher copy of the master log reflects any absences - including the periods the student was absent. Therefore a teacher can reconcile that date with what is in the daily attendance roll list.
7. Late to Class: If a student is late (unexcused) to a class, the teacher must mark the student tardy in his/her roll book. Students are referred to the principal on the

fifth class tardy and on every tardy thereafter. If a student is more than 10 minutes late to class, they must report to the front office. If a student is more than 30 minutes late without a detain slip, the student is truant and must be sent to the main office with a referral.

Teachers call home after every two tardies a student receives in their class.

8. Late to School: All students who are less than 10 minutes late to the first period of the day are to report directly to class. Students who are MORE THAN 10 MINUTES LATE to the first period of the day report to the front office before going to class. The student's parents are called if they do not come with a note. The student receives an Excused Tardy slip or an Unexcused Tardy Slip depending upon the reason for their tardiness.
9. Three Consecutive Absences: If a student is absent three consecutive days the teacher must notify the office. The office follows up by checking the master log and by calling the parent/guardian again to verify the reason for absence.

ATTENDANCE LEGEND:

X ABSENCE

(X) EXCUSED ABSENCE: Teachers place a circle around the X for absence when the student returns with a readmit slip from the office.

If a student comes with a truancy slip, the X is left uncircled until the student brings in a readmit slip.

/ TARDY

E Enter – An “E” is placed on the roll sheet underneath the first day of a student’s attendance in any class.

T Transfer – A “T” is written next to a student’s name under the date he/she transfers to another class due to a schedule change.

L Left – An “L” is placed next to a student’s name under the date on which he/she leaves to attend another school.

I In-school Suspension

S Suspension

Reporting

The school will report attendance requirements to LAUSD in a format acceptable to LAUSD, the County and the State. Required reports regarding daily attendance will be completed and submitted to the requesting agencies.

SCHOOL CALENDAR

See attached school calendar.

SERVICES PROVIDED BY GREEN DOT PUBIC SCHOOLS

Green Dot Public Schools has developed and is continually growing a lean corporate organization with expertise in curriculum, professional development, finance, facilities, operations, policy, fundraising and other key areas relevant to operating successful public schools and middle schools and driving reform. Green Dot will provide a number of services to Ánimo Charter Middle School #1 that will help ensure the school's success. Green Dot provides similar services to its first three schools.

Recruiting

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

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

Ánimo Charter Middle School #1 will have access to Green Dot's talent pool at all times in order to ensure that it can continually hire the best candidates.

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

Facilities

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

Given current legislation and financing options, Green Dot schools typically use temporary facilities for their first year in operation and may use them for up to three years. The goal is for each Green Dot school to only move once in its lifetime, but some schools are likely to have to move two or three times. Temporary facilities will typically be shared facilities (with Universities or Junior Colleges, etc.); buildings that require minimal tenant improvements such as churches with classrooms, old private schools, and commercial buildings; or portable classrooms. Green Dot will use this model for Ánimo Charter Middle School #1.

Green Dot will begin looking for a permanent facility for each school in its first year of operation and will look to move Ánimo Charter Middle School #1 into a permanent site when a school has at least 50% of its projected total student population and/or has secured the appropriate financing.

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

Facilities Financing

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

Green Dot has gained deep expertise in all of the financing sources available to public schools as well as all of the relevant legislation in order to find the optimal mix of different financing mechanisms to use to pay for its schools permanent facilities.

Curriculum Development

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

Ánimo Charter Middle School #1 can learn from the experiences of each of Green Dot's schools in order to improve its results. Additionally, it can learn from Green Dot's knowledge about leading research and best practices utilized outside of Green Dot's network.

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

Professional Development

Professional development for Ánimo Charter Middle School #1's principal will be managed out of the Green Dot Home Office. Professional development for teachers will be managed collaboratively by the Green Dot Home Office and Ánimo Charter Middle School #1 (led by the principal).

Daily Service: The Ánimo Charter Middle School #1 Professional Development Plan will be developed during the summer. During the school year, approximately 50% of the professional development will be led by the principal and lead teachers and managed at the school site; the other 50% will be delivered by Green Dot whether through conferences, speakers, or meetings. There will be at least quarterly professional development programs.

Fundraising

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

Daily Service: Green Dot's Vice President of Fundraising will conduct major fundraising at the start and end of the school year. Ánimo Charter Middle School #1 will have about 3-4 smaller fundraisers ranging from candy sales to walkathons. The principal can also place requests for individual grants and the Development Manager will write the grant and work in conjunction with the principal to obtain all necessary information.

Budgeting

The Green Dot Home Office will develop the annual budget for Ánimo Charter Middle School #1 with substantial input from the schools principal. The principal will have the best visibility into where resources are needed most at their schools and provide critical guidance to Green Dot in the budget creation process. During the school year, the principal will be given lots of flexibility to make certain trade-offs between line items in his/her budget, but is not allowed to increase the overall size of his/her budgets without authorization from the Green Dot Home Office. Additionally, any significant purchases that were not originally budgeted for cannot be made without Green Dot authorization. Staff at Green Dot responsible for financial administrative function have the following minimum qualifications: 1) a bachelors degree and 2) an advanced degree in the fields of business, accounting or financial management (ex. Masters in Business Administration; or 3) a recognized professional certification in the field of accounting or financial management, such as a CPA (certified public accountant) or CFA (chartered financial analyst); or 4) a minimum of 10 years experience in the accounting or finance function.

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

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

Purchasing

Purchasing will be centralized at Green Dot Home Office to ensure that Ánimo Charter Middle School #1 receives competitive prices and great service. This provides Ánimo Charter Middle School #1 with significant advantages as it does not run into the complexities and delays associated with establishing credit.

Back Office Management

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

Daily Service:

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

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

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

Governance of Schools

As described above, Green Dot Home Office and the Green Dot Board of Directors will act as the governing body for Ánimo Charter Middle School #1.

FUNDING MODEL – DIRECTLY FUNDED

Ánimo Charter Middle School #1 will be a directly funded charter school.

All of Green Dot's schools are directly funded and this model has worked effectively to date.

DISSEMINATION OF PRACTICE

Green Dot Public Schools and Ánimo Charter Middle School #1 are committed to collaborating closely with LAUSD in order to share best practices and learn from each other. Ánimo Charter Middle School #1 will share practices with LAUSD in the following areas: effective teacher performance evaluation and student assessment systems, responsible parent and student involvement in school, and narrowing the achievement gap among students of various backgrounds.

Ánimo Charter Middle School #1 intends to have both formal and informal interactions and communications with the District and with other schools in order to foster learning and sharing. Ánimo Charter Middle School #1 plans to attend the Yearly Charter School Conference, participate in the Community of Practice Network, host regular school visits and open houses, share original charter materials and communicate electronically on an ongoing basis.

Because Green Dot Public Schools is a charter school developer with a network of charter schools, LAUSD will benefit even further because Green Dot can disseminate best practices not only from Ánimo Charter Middle School #1 but also from Green Dot's other charter high schools.

TEACHER'S UNION CONTRACT

Attached is a copy of the contract between Green Dot Public Schools and the Association de Maestros Unidos/CTA/NEA (the teacher's union representing Green Dot Public Schools' certificated employees).

See Attached.

**BYLAWS & ARTICLES OF INCORPORATION OF GREEN DOT
PUBLIC SCHOOLS**

See Attached.

Sample Parent Student Handbook

See Attached.