

Washington State Charter School Commission

2016 CHARTER SCHOOL CONTRACT

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CHARTER SCHOOL CONTRACT

FOR THE OPERATION OF GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE CHARTER SCHOOL

PARTIES:

WASHINGTON STATE CHARTER SCHOOL COMMISSION

GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE;

UBI NUMBER: 603-349-022;

EIN NUMBER: 46-4128856

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PARTIES

This agreement is executed on this 1st day of June 2016 by and between the Washington State Charter School Commission (the “Commission”), an agency of the State of Washington whose mission is to authorize high quality charter public schools throughout the state, and to ensure the highest standards of accountability and oversight for charter schools, and Green Dot Public Schools Washington State (“Applicant”), a qualified public benefit nonprofit corporation.

RECITALS

WHEREAS, pursuant to chapter 28A.710 RCW, the Charter Schools Act, the people of the state of Washington provided for the establishment of charter public schools in the state of Washington.

WHEREAS, on June 15, 2014, Green Dot Public Schools Washington State non-profit corporation submitted an application to open and operate a charter school referred to as Green Dot Destiny; and

WHEREAS, on October 9, 2014, the Commission approved the application subject to conditions outlined in Resolution 15-02A; and

WHEREAS, on October 15, 2014, the State Board of Education certified that approval of the application is in compliance with the maximum limit on the number of charter schools allowed under RCW 28A.710.150.

WHEREAS, on October 9, 2014 Green Dot Public Schools Washington State and the Commission entered into a contract that was subsequently rendered invalid by Supreme Court ruling.

WHEREAS, the parties are acting within the sixty day timeframe for executing a contract with the same terms and duration or substantially the same terms and duration as were in effect on December 1, 2015.

NOW THEREFORE, in consideration of the mutual promises and other consideration recited in this agreement, the Parties agree to the Terms and Conditions of this Contract.

ARTICLE I: PURPOSE, TERM AND CONDITIONS PRECEDENT

Section 1.1 Purpose

This Contract outlines the roles, powers, responsibilities, and performance expectations governing Applicant's establishment and operation of Green Dot Seattle, (the "School"), a public, common school. Applicant must comply with all of the terms and provisions of this Charter School Contract ("Contract") and all applicable rules, regulations and laws.

Section 1.2 Term of Contract

This Contract is effective August 22, 2017, and will remain in full force and effect through August 22, 2022, unless sooner revoked or terminated as provided herein. Funding under this agreement shall not commence until the Re-Opening Conditions (Attachment 1: Re-Opening Process and Conditions) have been completed to the satisfaction of the Commission, and the school begins to operate.

Section 1.3 Re-Opening Conditions

The School shall meet all of the Re-Opening Conditions identified in Attachment 1: Re-Opening Process and Conditions by the dates specified. Satisfaction of all Re-Opening Conditions is a condition precedent to the formation of a contract. The Commission may waive or modify the conditions contained in the Re-Opening Conditions or may grant the School an additional planning year upon good cause shown. If the School requires a delay of more than one year, it must request an extension from the Commission in writing by July 1, 2016.

ARTICLE II: DEFINITIONS

For the purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever capitalized, shall have the meaning set forth in this section:

“Applicant” means, in addition to the definition set forth in the Charter Schools Act, the qualified non-profit corporation that submitted the Application that was approved by the Commission and is subject to this Contract. For purposes of this Contract the School, School Board, Charter School Board, Board, and Applicant are one and the same and are responsible for compliance with all legal requirements to which the School is subject under Applicable Law and this Contract.

“Application” means the application and supporting documentation submitted by the Applicant to the Commission seeking to open and operate a charter school in response to the Commission’s solicitation. The Application is incorporated into, and made part of, this Contract. It is attached as Attachment 12: Public Charter School Application.

“Applicable Law” means all local, state, and federal laws, ordinances, rules and regulations applicable to the operation of a charter school in the State of Washington, as they currently exist or are amended throughout the duration of the Contract. When a provision of this Contract requires the School to comply with all federal, state, and local laws, ordinances, rules, or regulations, or some combination thereof, without specific reference or citation, the language encompasses those laws that are applicable to charter schools. If there is a disagreement about what laws are applicable or the extent to which a given law is applicable, the parties shall engage in good faith discussions in an effort to determine applicability and the associated scope. However, the Commission shall be the ultimate authority regarding what laws apply to the charter schools it has authorized and the extent to which they apply.

“Articles and Bylaws” means the Applicant’s articles of incorporation and bylaws as defined in Chapter 24.03 RCW.

“Asset” means land, infrastructure, improvements to land, buildings, leasehold improvements, vehicles, furnishings, equipment, collections, and all other tangible and intangible assets that are used in school operations, including Small and Attractive Assets.

“Attachment” means the following contract documents: Attachment 1: Re-Opening Process and Conditions; Attachment 2: Governance Documents; Attachment 3: Board Roster and Disclosures; Attachment 4: Educational Program Terms and Design Elements; Attachment 5: Conflict of Interest Policy; Attachment 6: Education Service Provider (ESP) Contract Guidelines; Attachment 7: Physical Plant; Attachment 9: Identification of Documentation Required for Annual Performance Report; Attachment 10: Enrollment Policy; Attachment 11: Request for Proposals; Attachment 12: Charter Public School Application.

“Charter Schools Act” means all provisions of ESSB 6194 as codified, and any amendments thereto. ESSB 6194 was primarily codified in chapter 28A.710 RCW. Statutory terms defined in the Charter Schools Act shall have the same meaning in this Contract, unless otherwise indicated.

“Contract” means, in addition to the definition set forth in the Charter Schools Act, these Terms and Conditions, the Approval Resolution, the Application, Attachments, and the Master Calendar.

“Commission” means, in addition to the definition set forth in the Charter Schools Act, the authorizing entity responsible for discharging its obligations under this Contract, the Charter Schools Act, and conducting oversight to ensure that Applicant complies with its obligations in the operation of the School. The term Commission includes the Commission’s staff, employees, or other designee.

“Encumber” means the use of money or assets as collateral for loans or extensions of credit, the granting of a lien or creation of a liability that is attached to real or personal property of the Applicant.

“Education Service Provider” (ESP) means an individual, partnership, or corporation that is paid \$10,000 or more to provides services necessary to operate and/or oversee the School’s educational program. This includes, but is not limited to provision of school or program design and implementation, development of pedagogical approaches, curricula, instructional materials, assessments and professional development programs, and management services. School may only contract for management operations with a non-profit ESP. For purposes of this contract, ESP does not include contracts between the School and a third-party to provide back-office functions such as fiscal services, accounting services or facilities operations, those contracts are governed by Section 5.19 Third-Party Education Service Provider Contracts

“Known” or **“Knowledge”** means that a representative of Applicant and/or the School is aware of a fact, circumstance, or result, or has information that would lead a reasonable person in the same situation to believe that the facts, circumstances, or results exist. When knowledge triggers or impacts a legal responsibility or obligation of the Applicant or School, then failure to act in accordance with those legal responsibilities or obligations may be considered a material and substantial violation of this Contract.

“Master Calendar” means the compliance calendar annually issued by the Commission.

“Performance Audit” means an objective and systematic assessment of a charter school or any of its programs, functions, or activities by an independent evaluator in order to help improve efficiency, effectiveness, and accountability. Performance audits include economy and efficiency audits and program audits. Performance audits must be conducted according to U.S. Government Accountability Office auditing standards, known as Yellow Book standards. RCW 43.09.430(6); <http://www.sao.wa.gov/state/Pages/Aboutperformanceaudits.aspx#.V0XQs032ZEZ>.; ESSB 6194, Sec. 103.

“School” means the school that the Applicant was authorized to establish that is governed by the Board. For purposes of this Contract the School, School Board, Charter School Board, Board, and Applicant are one

and the same and are responsible for compliance with all legal requirements to which the School is subject under Applicable Law and this Contract.

“School Board,” “Charter School Board,” or “Board” means the charter school board, as defined in the Charter Schools Act, and must at all times be appointed, operated, and governed in accordance with its Bylaws, the Application, legal obligations, and this Contract. For purposes of this Contract the School, School Board, Charter School Board, Board, and Applicant are one and the same and are responsible for compliance with all legal requirements to which the School is subject under Applicable Law and this Contract.

“Small and Attractive Assets” include, but are not limited to Optical Devices, Binoculars, Telescopes, Infrared Viewers, Rangefinders, Cameras and Photographic Projection Equipment, Desktop Computers (PCs), Laptops and Notebook Computers, Tablets and Smart Phones, Television Sets, DVD Players, Blu-ray Players, and Video Cameras (home type).

ARTICLE III: SCHOOL'S MISSION

Section 3.1 Mission

The mission of the School is as follows: As with all Green Dot schools, the mission of the School is to prepare students for high school, college, leadership and life by providing a small, college-preparatory program where all stakeholders actively engage in the education process.

ARTICLE IV: GOVERNANCE

Section 4.1 Governance

The School shall be governed by its Board in a manner that is consistent with the terms of this Contract so long as such provisions are in accordance with state, federal, and local law. The Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School, the fulfillment of the contract, and approval of the School's budgets.

The Board shall be responsible for policy and operational decisions of the School, and, consistent with the terms of this Contract, shall be the employer of school employees. Nothing herein shall prevent the Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School. However, such delegation will not relieve the Board of its obligations under the law or this Contract, should the School fail to satisfy those obligations.

The Board shall govern the School in a manner that ensures that it will satisfy its legal obligations, including, but not limited to: compliance with all Applicable Laws, the Contract, and fidelity to the program and policies described and submitted in the Application. This includes the exercise of continuing oversight over the School's operations.

Section 4.2 Governance Documents

The Applicant and School shall be maintain legal status and operate in accordance with the terms of the attached Governance Documents, Attachment 2: Governance Documents, and the Application.

Section 4.3 Non-Profit Status

The School shall be operated by a stand-alone public benefit non-profit corporation as defined under Washington at all times throughout the term of this contract.

Section 4.4 Organizational Structure and Plan

The School shall implement and follow the organizational plan described in the Application.

Section 4.5 Composition

The composition of the Board shall at all times be determined by and consistent with the Articles and Bylaws and Applicable Law. The roster of the Board and each member's disclosure form are attached to this Contract as Attachment 3: Board Roster and Disclosures (initially or as amended, the "Board Roster and Disclosures").

Section 4.6 Change in Status or Governance Documents

The Applicant shall not alter its legal status, restructure or reorganize without first obtaining written authorization from the Commission.

The Board shall notify the Commission of any modification of the School's Bylaws within five (5) business days of approval by the Board. Provided, however, that any change in the Bylaws that impacts a material term of this Contract requires written authorization from the Commission.

The Board shall notify the Commission of any changes to the Board Roster and Disclosures within five (5) business days of their taking effect and provide an amended Board Roster and Disclosures. If, at any time, the Board fails to operate in accordance with the terms of its Bylaws it shall immediately notify the Commission of that failure.

Section 4.7 Affiliation

Notwithstanding any provision to the contrary in the Contract, Application, or the Articles and By-laws, in no event shall the Board, at any time, be composed of voting members of whom a majority are directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the School itself or of another charter school), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of this paragraph, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The Commission may, at its sole discretion, waive this restriction upon a written request from the School.

As used in this provision of the contract, an individual is affiliated with a single entity if the individual is associated with, a member of, or has otherwise publicly linked himself/herself with the entity.

Section 4.8 Conflicts of Interest

The Board adopted the Conflicts of Interest Policy attached to this agreement as and shall at all times comply with its provisions. Any amendment to Attachment 5: Conflict of Interest Policy must be adopted by the Board and approved in writing by the Commission, which shall not be unreasonably withheld. Any approved changes may be with made without amendment to this agreement.

Section 4.9 Open Meetings

Starting from the date that this Contract is signed, the Board shall maintain Board-adopted policies, meeting agendas and minutes, shall make such documents available for public inspection in accordance with the requirements in chapter 42.56 RCW, and shall otherwise conduct open meetings consistent with chapter 42.30 RCW, the Open Public Meetings Act.

Section 4.10 Public Disclosure Filing

Board members must file personal financial affairs statements with the public disclosure commission between January 1st and April 15th and/or within two weeks of becoming a member of the board. Board members must comply with the Board's Conflicts of Interest Policy and ethical obligations to determine whether the financial disclosures reveal a conflict of interest or ethical violation.

ARTICLE V: GENERAL OPERATIONAL REQUIREMENTS

Section 5.1 General Compliance

The School and the Board shall operate at all times in accordance with all Applicable Law, the Contract and Commission policies, as the same may be amended from time to time.

Section 5.2 Public School Status

The School shall be deemed a public, common school, and local education agency, subject to all Applicable Law, including but not limited to health and safety, parents' rights, civil rights, nondiscrimination laws, public records laws, student assessment, assessment administration, data collection, reporting, and remediation requirements. These requirements include, but are not limited to, those imposed under chapter 28A.642 RCW (discrimination prohibition); chapter 28A.640 RCW (sexual equality); the Individuals with Disabilities Education Improvement Act (20 U.S.C. Sec. 1401 et seq.); the Federal Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g), McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq.), and the Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.).

Section 5.3 Nonsectarian Status

The School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School shall not be to any extent under the control or direction of any religious denomination.

Section 5.4 Access to Individuals and Documents

The School shall provide the Commission with access to any individual, documentation, evidence or information requested by the Commission. The School affirmatively consents to the Commission obtaining information and documents directly from any entity or individual who may possess information or documents relevant to the operation of the school and will sign any releases or waivers required by such individuals or entities. Failure to provide this access by the deadlines imposed by the Commission will be a material and substantial breach of the Contract.

Section 5.5 Ethics

The identified School representatives will adhere to the following ethical standards:

- a.** No Board member, School administrator, or other School employee/representative authorized to enter contracts on behalf of the School, may be beneficially interested, directly or indirectly, in a contract, sale, lease, purchase, or grant that may be made by, through, or is under the supervision of the officer or employee, in whole or in part, or accept, directly or indirectly, any compensation, gratuity, or reward from any other person beneficially interested in the contract, sale, lease, purchase, or grant.
- b.** No Board member or School administrator may use his or her position to secure special privileges or exemptions for himself, herself, or others.
- c.** No Board member or School administrator may give or receive or agree to receive any compensation, gift, reward, or gratuity from a source except the School, for a matter connected with

or related to their services as a Board member or School administrator unless otherwise provided for by law.

d. No Board member or School administrator may accept employment or engage in business or professional activity that the officer might reasonably expect would require or induce him or her by reason of his or her official position to disclose confidential information acquired by reason of his or her official position.

e. No Board member or School administrator may disclose confidential information gained by reason of the officer's position, nor may the officer otherwise use such information for his or her personal gain or benefit.

f. Terms in this provision will be defined in accordance with the definitions set out in RCW 42.52.010. The Advisory Opinions of the Executive Ethics Board shall provide non-binding guidance for the parties' interpretation of this provision.

Section 5.6 Public Records

The Applicant shall comply with the provisions of the Public Records Act, chapter 42.56 RCW and is responsible for ensuring that the School, its Board, its employees, contractors, staff, and volunteers comply with the act and any associated Board policies. This provision survives the term of the contract as long as the Applicant has the public records generated during its operation of a charter public school in its possession. The provision shall remain in effect until the complete and successful transfer of the records to the appropriate public successor entities.

Section 5.7 Record Keeping

The Applicant will comply with all Applicable Law, and Commission record keeping requirements including those pertaining to students, governance, and finance. **At a minimum, student records must include records concerning attendance, grades, meal status, special education, bilingual information, student programs, state assessments, emergency contact, student health information, and certificate of immunization or exemption. These records shall be maintained in accordance with governing document retention periods set out by the Secretary of State.** This provision survives the term of the contract as long as the Applicant has the public records generated during its operation of a charter public school in its possession. The provision shall remain in effect until the complete and successful transfer of the records to the appropriate public successor entities.

Section 5.8 Non-Discrimination

The School shall not discriminate against any student, employee or any other person on the basis of race, ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by any other public school. It shall take all steps necessary to ensure that discrimination does not occur, as required by state and federal civil rights and anti-discrimination laws.

Section 5.9 Inventories

The School shall maintain a complete and current inventory of all school Assets that cost more than \$5,000 (including sales tax and ancillary costs) and Small and Attractive Assets that cost \$300 or more (including

sales tax and ancillary costs). The School shall update the inventory annually and shall take reasonable precautions to safeguard assets acquired with public funds.

If the Contract is revoked, terminated, non-renewed or surrendered, or the School otherwise ceases to operate, Assets shall be deemed to be public assets if at least 25 percent of the funds used to purchase the asset were public funds. Public funds include, but are not limited to, funds received by the School under chapter 28A.710 RCW, as well as any state or federal grant funds. Any assets acquired wholly with private funds shall be disposed of consistent with Washington nonprofit law, provided that the School must maintain records demonstrating the percentage of public funds used to acquire assets. If the School's records fail to establish clearly whether an asset was acquired with the use of public funds, the assets shall be deemed to be public assets.

Section 5.10 Administrative Records

The School will maintain all administrative records, including student academic records, required by law and Commission policies and procedures.

Section 5.11 Student Welfare and Safety

The School shall comply with all Applicable Law concerning health and safety. Including, but not limited to, state laws regarding the reporting of child abuse and neglect, accident prevention, school safety plans, emergency drills, notification of criminal conduct to law enforcement as well as disaster response, and any applicable state and local regulations governing the operation of school facilities.

Section 5.12 Transportation

The School shall be responsible for providing students transportation in accordance with legal obligations and consistent with the plan proposed in the approved application, Attachment 12: Public Charter School Application, pages 84-85.

Section 5.13 Staff Qualifications

Instructional staff, employees, and volunteers shall possess all applicable qualifications as required by state or federal law. Instructional staff shall maintain active certification in accordance with chapter 28A.410 RCW, unless instructional staff meets the requirements of RCW 28A.150.203(7).

Instructional staff must also adhere to the code of professional conduct, ethical standards governing educator conduct, and associated laws and regulations. If the Board or School administrator(s) has reason to believe that an employee with a certificate or permit authorized under chapter 28A.410 RCW or chapter 28A.405 RCW, has engaged in unprofessional conduct (Chapter 181-87 WAC) or lacks good moral character (Chapter 181-86 WAC) a complaint must be submitted to the Education Service District within which the school operates stating the basis for the belief and requesting submission of the complaint to OSPI. A copy of the School's complaint must simultaneously be sent to the Commission and OSPI's Office of Professional Practices. Certificated and licensed staff shall also be held accountable in accordance with the provisions of Title 28A RCW as well as any applicable state or federal laws.

Section 5.14 Staff Training

The School shall provide employees and staff with training required by applicable state and/or federal law as well as any additional training that is an essential design element of the educational program as required in Attachment 4: Educational Program Terms and Design Elements.

Section 5.15 Student Conduct and Discipline

The School's discipline policy must satisfy constitutional due process requirements. The School shall comply with the School's discipline policy and all Applicable Law relating to student discipline including, but not limited to, RCW 28A.150.300, 28A.600.015 and 28A.600.022.

Section 5.16 Transactions with Affiliates

The School shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any affiliate of the School, any member past or present of the Board, or any employee past or present of the School (except in their employment capacity), or any family member of the foregoing individuals, unless:

- a. The terms of the transaction do not violate the Schools' Code of Ethics and Conflict of Interest Policy, the fiduciary obligations applicable to non-profit boards and Section 5.5 of this Contract;
- b. The terms of such transaction (considering all the facts and circumstances) are no less favorable to the School than those that could be obtained at the time from a person that is not such an affiliate, member or employee or an individual related thereto;
- c. The involved individual recuses him or herself from all Board discussions, and does not vote on or decide any matters related to such transaction;
- d. The Board discloses any conflicts and operates in accordance with a conflict of interest policy that has been approved by the Commission.

"Affiliate" as used in this section means a person who directly or indirectly owns or controls, is owned or controlled by, or is under common ownership or control with, another person. Solely for purposes of this definition, owns, is owned and ownership mean ownership of an equity interest, or the equivalent thereof, of ten percent or more, and the term "person" means an individual, partnership, committee, association, corporation or any other organization or group of persons. The Applicant, School and Board are Affiliates as defined in this provision.

Section 5.17 Contracting for Services

Nothing in this Contract shall be interpreted to prevent the School from entering into contracts or other agreements with a school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, related to the operation of the School consistent with the law and the terms of this Contract.

The terms of such contracts for services shall be negotiated between the School and the other entity. Such contracts shall, at all times, be subject to the requirements of this Contract and will not relieve the School of its responsibilities under this Contract. This provision is subject to the limitations set out in this Contract.

Section 5.18 School Authorized as Part of a Charter Management Organization

In its application, School was identified as a new school to be operated by Green Dot Public Schools, a non-profit charter management organization (CMO). As such, School's relationship with Green Dot Public Schools, is not subject to the procedures outlined in "Section 5.19 Third-Party Education Service Provider Contracts." School is otherwise subject to "Section 5.19 Third-Party Education Service Provider Contracts" and, in all other instances, School and Green Dot Public Schools are bound by the terms of this agreement and all applicable laws.

Section 5.19 Third-Party Education Service Provider Contracts

- a. Limit to Scope of ESP Contracting.** The School shall not, without written approval of the Commission, contract with an ESP to provide substantial educational services, management services, or both on behalf of the School. Substantial is defined as the assumption of responsibility for all or most of the educational, governance, or managerial components of a School's operations.
- b. Proposed ESP Contract.** At least 90 days before the proposed effective date of an ESP contract, the ESP and the School shall enter into a legally binding and enforceable contract that is subject to approval of the Commission and the requirements of this Contract. Attachment 6: Education Service Provider (ESP) Contract Guidelines contains Education Service Provider Agreement Guidelines that the School must observe. Within 24 hours of entering into the proposed contract, the School shall forward the proposed ESP contract to the Commission for review.
- c. Required ESP Contract Terms.** The proposed ESP contract shall set forth with particularity inter alia, (i) the contingent obligations and responsibilities of each party in the event that the contract must be modified in order to obtain or maintain the School's status under state and federal law, and (ii) the extent of the ESP's participation in the organization, operation and governance of the School.
- d. Review by Commission.** The Commission shall review the proposed ESP Contract and determine, within 60 days of receiving it from the School, whether it meets approval of the Commission. Approval will be contingent on satisfaction of the terms of RCW 28A.710.130(4) and evidence that the ESP contract will not detrimentally impact the School's viability, or violate the terms of this Contract or the law.
- e. Representation by Attorney.** The School shall be represented by an attorney during the negotiation of the proposed ESP Contract. Upon submission of the ESP contract for review by the Commission it shall be accompanied by a letter from a licensed attorney representing the School stating that the Management Contract meets the attorney's approval. Such attorney may not represent or be retained by the Management Provider.
- f. Effect of ESP Contract.** The School will remain ultimately responsible and accountable for its legal and contractual obligations; an ESP contract will not relieve the School of those obligations.

Section 5.20 Complaints

The School shall establish a process for resolving public complaints, including complaints regarding curriculum, which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the Board, not the Commission.

Section 5.21 Notification to Commission

a. Timely Notification. The School shall timely (within 24 hours) notify the Commission (and other appropriate authorities) in the following situations:

1. The discipline of employees at the School that:
 - i. Results in suspension or termination;
 - ii. Arises from misconduct or behavior that may have endangered the educational welfare or personal safety of students, teachers, or other colleagues within the educational setting; or
 - iii. Is based on serious or repeated violations of law.
2. Any complaints filed, or action taken, against the School by any governmental agency.

b. Immediate Notification. The School shall immediately notify the Commission of any of the following:

1. Known conditions that may cause it to vary from the terms of this Contract, applicable Commission requirements, federal, and/or state law;
2. Non-compliance with the Applicant's legal obligations or Contract provisions;
3. Any circumstance requiring the closure of the School, including, but not limited to, a natural disaster, such as an earthquake, storm, flood or other weather related event, other extraordinary emergency, or destruction of or damage to the School facility;
4. The arrest of any members of the Board or School employees for a crime punishable as a felony, crime involving a child, or any crime related to the misappropriation of funds or theft, if the Board, School, or any agent, employee, or representative thereof has reason to believe that an arrest occurred;
5. Misappropriation of school funds;
6. A known default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more; or
7. Any change in its corporate status with the Washington Secretary of State's Office or status as a 501(c)(3) corporation.

Section 5.22 School Calendar

The School shall adopt a School calendar with an instructional program that meets the compulsory school attendance requirements of state law, financial guidelines, and state regulations. By June 30th of each year, the School will develop a school calendar for the following year and submit it to the Commission. Any changes that cause the calendar to differ materially from the calendar proposed and approved in the School's charter application are subject to Commission approval.

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Section 5.23 Litigation and Constitutional Challenges

The Board shall, through web site postings and written notice with receipt acknowledged by signature of the recipient, advise families of new, ongoing, and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations.

Section 5.24 Multiple School Applicants and Operators

An Applicant that has been authorized to open one school must successfully execute its legal obligations to the satisfaction of the Commission before any subsequent school may open.

ARTICLE VI: ENROLLMENT

Section 6.1 Enrollment Policy

The School shall comply with Applicable Law and the enrollment policy approved by the Commission and incorporated into this agreement as Attachment 10: Enrollment Policy.

Section 6.2 Maximum Enrollment

The maximum number of students who may be enrolled in the first year of operation of the School shall be 170 students, with an ability to exceed this amount by no more than 25 students, to the extent that the School's facility and staffing can accommodate such a number and maintain compliance with Applicable Law and the Contract. If the School wishes to enroll more than the maximum number of students listed above, it shall, before exceeding this number, provide evidence satisfactory to the Commission that it has the capacity to serve the larger population. The maximum enrollment shall not exceed the capacity of the School facility.

Section 6.3 Annual Enrollment Review

As necessary, the maximum enrollment of the School will be adjusted annually by the Board in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the Contract, and assure that its student enrollment does not exceed the capacity of its facility.

Section 6.4 Decrease in Enrollment

The School shall immediately report a decrease in enrollment of 20%, or more, to the Commission.

Section 6.5 Student Transfers and Exits

Any student exit out of the School shall be documented by an exit form signed by the student's parent or guardian, which affirmatively states the reason for the transfer or exit and that the student's transfer or exit is voluntary. The School shall collect and report to the Commission, in a format required or approved by the Commission, exit data on all students transferring from or otherwise exiting the school for any reason (other than graduation), voluntary or involuntary. Such exit data shall identify each departing student by name and shall document the date of and reason(s) for each student departure. In the event that the School is unable to document the reasons for a voluntary withdrawal, the School shall notify the Commission and provide evidence that it made reasonable efforts to obtain the documentation described in this section.

Section 6.6 Right to Remain

The School shall comply with the McKinney-Vento Act, 42 U.S.C. 11432 et seq. Students who fail to attend the School as required by RCW 28A.225.010 may be removed from the School's rolls only after the requisite unexcused absences have been documented and all truancy procedures followed, consistent with chapter 28A.225 RCW, the provisions of the McKinney-Vento act, and Commission policy.

ARTICLE VII: TUITION AND FEES

Section 7.1 Tuition Fees

The School will not charge tuition. The School shall not charge fees except as allowed by Applicable Law.

ARTICLE VIII: EDUCATIONAL PROGRAM/ACADEMIC ACCOUNTABILITY

The School is required to implement, deliver, support, and maintain the design elements education program terms described in its Application.

Section 8.1 Educational Program Terms and Design Elements

The School shall implement, deliver, support and maintain the essential design elements of its educational program, as described in its Application. Design elements include, but are not limited to, the mission, vision, objectives and goals, and the educational program terms identified in Attachment 4: Educational Program Terms and Design Elements.

Section 8.2 Material Revisions to the Educational Program Terms and Design Elements

Material revisions and/or amendments to the essential design elements and education program terms shall require the Commission's pre-approval. Failure to implement, deliver, support and maintain the essential design elements of the School's educational program is a material and substantial breach of the Contract.

Section 8.3 Content Standards

The School's educational program shall meet or exceed basic education standards. The School is also subject to the supervision of the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education. Standards that must be met by the school include, but are not limited to:

- a. Basic education, as defined in RCW 28A.150.200, .210 and .220;
- b. Instruction in the essential academic learning requirements and associated standards;
- c. Participation in, and performance on, statewide student assessments;
- d. Performance improvement goals and associated requirements;
- e. Accountability measures;
- f. State graduation requirements;
- g. Academic standards applicable to noncharter public schools;
- h. Standards and requirements contained in the Performance Framework; and
- i. Other state and federal accountability requirements imposed by law, regulation, policy or this Contract.

Section 8.4 Assessments

The School shall participate in and properly administer the academic assessments required by OSPI, the State Board of Education, and Applicable Law, as well as those assessments that are an essential design element of the educational program as required in Attachment 4: Educational Program Terms and Design Elements. The School shall comply with all assessment protocols and requirements as established by the OSPI and the State Board of Education, maintain test security, and administer the tests consistent with all relevant state and Commission requirements. The School shall follow OSPI's administration and security requirements associated with those tests being administered.

Section 8.5 Graduation Requirements for High Schools

The School's curriculum shall meet or exceed all applicable graduation requirements as established by the State Board of Education.

Section 8.6 English Language Learners

The School shall at all times comply with all Applicable Law governing the education of English language learners including, but not limited to, the Elementary and Secondary Education Act (ESEA), Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), RCW 28A.150.220, RCW 28A.180.010 to 28A.180.080. The School shall provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School shall employ and train teachers to provide appropriate services to English language learners. The School must implement, deliver, support, and maintain an education program that provides all the legally required education and services to English language learners.

Section 8.7 Students with Disabilities

The School shall provide services and accommodations to students with disabilities as set forth in the Application and in accordance with any relevant policies thereafter adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) (the "ADA"), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504"), and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall also comply with all applicable federal and State laws, rules, policies, procedures and directives regarding the education of students with disabilities including, but not limited to, chapter 28A.155 RCW.

ARTICLE IX: FINANCIAL ACCOUNTABILITY

Section 9.1 Legal and Accounting Compliance

The School shall comply with all Applicable Law, including but not limited to, state financial and budget rules, regulations, and financial reporting requirements, as well as the requirements contained in the Commission's Charter School Performance Framework, chapter 108-30 WAC. The School shall also adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the Commission or the state auditor, including annual audits for legal and fiscal compliance.

Section 9.2 Governance, Managerial and Financial Controls

At all times, the School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to:

- a. Generally Accepted Accounting Principles and the capacity to implement them;
- b. A checking account;
- c. Adequate payroll procedures;
- d. An organizational chart;
- e. Procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year;
- f. Internal control procedures for cash receipts, cash disbursements and purchases;
- g. Procedures identified in the Application; and
- h. Maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

Section 9.3 Non-Commingling

Assets, funds, liabilities and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization unless approved in writing by the Commission. Additionally, public funds and assets received by the School shall be tracked and accounted for separately.

Section 9.4 Encumbrances

The School may issue secured and unsecured debt, including pledging, assigning or encumbering its assets to manage cash flow, improve operations, or finance the acquisition of real property or equipment. Provided that the School shall not:

- a. Encumber any public funds received or to be received pursuant to RCW 28A.710.220;
- b. Encumber its assets in a manner that will jeopardize its fiscal viability;
- c. Pledge the full faith and credit of the state or any political subdivision or agency of the state;
- d. Encumber other funds that contain a restriction or prohibition on such encumbrance; or
- e. Encumber any funds or assets in violation of the law.

Section 9.5 Bank Accounts

The School shall, upon request, provide the Commission with the name of each financial institution with which it holds an account along with the associated account number. At the election of the Commission, the School may be required to obtain documentation from all of the School's bank accounts or to sign a release and authorization that allows the financial institution to provide documents and information directly to the Commission.

Section 9.6 Quarterly Reports

The School shall prepare quarterly financial reports for the Commission in compliance with generally accepted accounting principles. Such reports shall be submitted to the Commission 45 days after the quarter end for quarters 1, 2 and 3 and 180 days after the year end. The form of the quarterly reports will be determined by the Commission. Fourth quarter and year end reports shall be submitted with the annual independent financial audit.

Section 9.7 Accounting Methods and Records

The School agrees to maintain financial records in accordance with generally accepted accounting principles and to make such records available promptly to the Commission upon request. When the request is for on-site inspection of records, prompt is defined as immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; adherence to this timeframe will be considered prompt.

Section 9.8 State Accounting Requirements

The School shall use and follow all policies and requirements issued by the Washington State Auditor's office concerning accounting for public school districts in the state of Washington. The School shall also comply with public school budget and accounting requirements, the Accounting Manual for School Districts and the Administrative Budgeting and Financial Reporting Handbook.

Section 9.9 Financial Records and Separate Accounting

The School shall record all financial transactions in general, appropriations, and revenue and expenditures records. In addition, the School shall make appropriate entries from the adopted budgets in the records for the respective funds, and shall maintain separate ledgers accounting for funds by funding source. Accounts must be reconciled on a monthly basis.

Section 9.10 Location and Access

The School shall maintain, or cause to be maintained, books, records, documents, and other evidence of accounting procedures and practices which sufficiently and properly reflect all direct and indirect costs of any nature expended in the performance of this Contract. These records shall be subject at all reasonable times to inspection, review, or audit by personnel duly authorized by the Commission, the Office of the State Auditor, and federal officials so authorized by law, rule, regulation, or contract. The financial records must be maintained at for immediate access by the Commission and reasonable access by the public as required by law.

Section 9.11 Filing and Notice

The School shall comply with notice and filing requirements of non-profit corporations.

Section 9.12 Disbursement Procedures

The School shall establish procedures for ensuring that funds are disbursed for approved expenditures consistent with the School's budget.

Section 9.13 Compliance with Finance Requirements

The School shall comply with all other legal requirements imposed on charter school finances, budgeting, accounting and expenditures. The Parties will collaborate to assure that they each remain reasonably current on the impact of any legal modifications on charter schools. The School holds ultimate responsibility for compliance with the legal requirements associated with charter school finances, budgeting, accounting and expenditures.

Section 9.14 Budget

Section 9.14.1 Annual Budget Statement

The governing board of the School shall adopt an annual budget statement that describes the major objectives of the educational program and manner in which the budget proposes to fulfill such objectives.

Section 9.14.2 Annual Budgets

On or before July 10th of each year, the School will submit to the Commission the School's proposed budget for the upcoming fiscal year (September 1 through August 31st). The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall:

- a. Be presented in a summary format which is consistent with accepted practice in the field;
- b. Be presented in a summary format that will allow for comparisons of revenues and expenditures among charter schools by pupil;
- c. Be presented in a format approved by the Commission;
- d. Show the amount budgeted for the current fiscal year;
- e. Show the amount forecasted to be expended for the current fiscal year;
- f. Show the amount budgeted for the upcoming fiscal year;
- g. Specify the proposed expenditures and anticipated revenues arising from the contracting of bonded indebtedness by a capital improvement zone, if applicable;
- h. Be balanced with expenditures, inter-fund transfers, or reserves not in excess of available revenues and beginning fund balances; and
- i. Reconcile beginning fund balance on a budgetary basis. Schools with under 1,000 full-time equivalent students for the preceding fiscal year may make a uniform election to be on the cash basis of revenue and expenditure recognition, except for Debt Service Funds. All other schools shall be on the modified accrual basis for budgeting, accounting, and financial reporting. The School's reconciliation shall include but need not be limited to the liability for accrued salaries and related benefits. The

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reconciliation shall be included with the final version of the amended budget and the annual audited financial statements.

Section 9.14.3 School Funding

The School will receive funding in accordance with the provisions of chapter 28A.710 RCW and associated rules and procedures.

ARTICLE X: AUDITS

Section 10.1 Audits

The School shall comply with all audit obligations imposed by law, but not limited to, audit requirements of the State Auditor's Office, audit requirements for non-profit corporations, and those imposed by the Commission. Within the scope of its responsibilities, the State Auditor's Office may conduct the following types of audits:

- a. Financial;
- b. Accountability;
- c. Federal single;
- d. Special investigation (includes fraud audit); and
- e. Performance.

The School must contract for an independent performance audit of the school to be conducted: (a) The second year immediately following the school's first full school year of operation; and (b) every three years thereafter. The performance audit must be conducted in accordance with the United States general accounting office government auditing standards.

The School shall be financially responsible for all costs associated with the audit(s). The Commission retains the discretion to require audits as it deems appropriate. The School shall provide the Commission with a copy of any audits prepared under this provision by the deadlines imposed by the Commission. Failure to comply with this provision shall be considered a material and substantial violation of the terms of this contract and may be grounds for termination, revocation or other remedy as provided by this agreement.

ARTICLE XI: SCHOOL FACILITIES

Section 11.1 Accessibility

The School facilities shall conform with Applicable Law governing public school facility access.

Section 11.2 Health and Safety

The School facilities shall meet all Applicable Laws governing health, safety, occupancy and fire code requirements and shall be of sufficient size to safely house the anticipated enrollment. Any known change in status or lapse into non-compliance with this provision must be immediately reported to the Commission.

Section 11.3 Location

The School shall provide evidence that it has secured a location that is acceptable to the Commission by March 1, 2015. The school may move its location(s) only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified. Any change in the location of the School shall be consistent with the Application and acceptable to the Commission. Attachment 7: Physical Plant, contains the address and description of the approved facility.

Section 11.4 Construction/Renovation and Maintenance of Facilities

The School will be responsible for the construction/renovation and maintenance of any facilities owned or leased by it (to the extent agreed upon in any such lease). The School will be responsible for ensuring compliance with all accessibility requirements contained in Applicable Law.

Section 11.5 Use of the Facility by the School

The School will use the facility for the sole purpose of operating a public school as authorized by this Contract. The School will not conduct, nor will it permit, any activity that would threaten or endanger the health or safety of occupants, the structural integrity of the facility, or the insurability of the facility, or violate applicable state or federal law. The school shall have a policy regarding the use of the facility by third parties that is submitted to the Commission for approval.

Section 11.6 Inspections

The Commission will have access at all reasonable times and frequency to any facility owned, leased or utilized in any way by the School for purposes of inspection and review of the School's operation and to monitor the School's compliance with the terms of this Contract and all Applicable Law. These inspections may be announced or unannounced as deemed appropriate by the Commission, or its designee, in the fulfillment of its oversight responsibilities.

Section 11.7 Impracticability of Use

If use by the School of a facility is rendered impracticable by any cause whatsoever, or if the funds necessary to construct/renovate or upgrade a facility cannot be secured, the School shall be responsible for securing an alternative facility. The School may move into that facility only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified by the Commission. The Commission shall not be obligated to provide an alternative facility for use by the School.

ARTICLE XII: EMPLOYMENT

Section 12.1 No Employee or Agency Relationship

Neither the School, its employees, agents, nor contractors are employees or agents of the Commission. The Commission or its employees, agents, or contractors are not employees or agents of the School. None of the provisions of this Contract will be construed to create a relationship of agency, representation, joint venture, ownership, or control of employment between the Parties other than that of independent Parties contracting solely for the purpose of effectuating this Contract.

Section 12.2 Retirement Plan

The School's employees shall be members of the State of Washington's public employees' retirement system to the extent authorized by law.

Section 12.3 Teacher Membership in Professional Organizations

Teachers at the School have the right to join, or refrain from joining, any lawful organization for their professional or economic improvement and for the advancement of public education.

Section 12.4 Background Checks

- a. The School will obtain and retain copies of fingerprint and background checks (record checks) through the Washington state patrol criminal identification system under RCW 43.43.830 through 43.43.834, 10.97.030, and 10.97.050, and through the federal bureau of investigation before hiring an employee or allowing contractors and board members on school premises when the employee, board member, or contractor will have unsupervised access to children. This shall be an ongoing requirement; background checks will be renewed every two years to determine whether conduct has occurred post-employment. If the employee or contractor has had a record check within the previous two years, the school, may rely on the information contained in OSPI's record check data base to satisfy this requirement. When necessary, applicants may be employed on a conditional basis pending completion of the record check(s).
- b. Each year the School will conduct record checks on volunteers using the Washington Access to Criminal History (WATCH) program before the volunteer is allowed to have unsupervised access to children at the school, or during school sponsored or affiliated events. A copy of the results of the check shall be maintained by the school.
- c. The School shall give notice to the Commission of any employee it finds who has a prior conviction of a felony, or any crime related to theft or misappropriation of funds, and of any employee who is convicted of a felony during the term of an employee's employment. The School shall also give notice to the Commission of any employee who has been convicted of an offense enumerated or referenced in chapter 28A.410 RCW.
- d. Employee rosters and proof of background check clearance shall be provided to the Commission as required by the Charter School Performance Framework, chapter 108-30 WAC.

ARTICLE XIII: INSURANCE AND LEGAL LIABILITIES

Section 13.1 Insurance

The School will maintain adequate insurance necessary for the operation of the School, including but not limited to property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, and errors and omissions insurance covering the Board, School, and its employees with policy limits as set forth below:

- a. Comprehensive general liability: \$3,000,000
- b. Officers, directors and employees errors and omissions: \$50,000
- c. Professional liability insurance: \$1,000,000 per occurrence, plus \$3,000,000 for sexual molestation claims. Coverage must include coverage from claims of sexual molestation and corporal punishment and any sublimits must be approved by the Commission.
- d. Data Breach Insurance: \$1,000,000
- e. Property insurance: As required by landlord or lender
- f. Transportation/Motor vehicle liability (if appropriate): \$3,000,000 per occurrence, which must include coverage for bodily injury and property damage; any sublimits must be approved by the Commission. In addition, collision and comprehensive insurance against physical damage including theft shall be provided with a maximum deductible of \$1,000 for collision and \$1,000 for comprehensive coverage except when the cost of the coverage would exceed the value of the vehicle during the contract period.
- g. Fidelity/Crime Coverage: \$500,000
- h. Workers' compensation: Prior to performing work under this Contract, the School shall provide or purchase industrial insurance coverage for its employees, as may be required of an "employer" as defined in RCW Title 51, and shall maintain full compliance with RCW Title 51 during the course of this Contract.

The Commission shall be named as an additional insured on all of these insurance policies. The Commission may reasonably require the School to adjust the coverage and limits provided for under the terms of any particular contract or policy. The School will pay any deductible amounts attributable to any acts or omissions of the School, its employees, or agents. Failure to maintain insurance coverage in at least the minimum limits required by this contract is grounds for revocation.

Section 13.2 Insurance Certification

The School shall, by August 1st of each year, provide the Commission with proof of insurance as required by state law and Commission policy.

Section 13.3 Risk Management

Within 24 hours of identification of any pending or threatened claims or charges the School will inform the Commission and provide the Commission's counsel and risk manager with all notices of claims. In addition to satisfying its indemnification obligations, the School will cooperate fully with the Commission in the

defense of any claims asserted against the Commission, its board members, agents or employees arising from or related to the operation of the School and comply with the defense and reimbursement provisions of all applicable insurance policies.

Section 13.4 Limitation of Liabilities

In no event will the State of Washington, or its agencies, officers, employees, or agents, including, but not limited to the Commission, be responsible or liable for the debts, acts or omissions of the School, its officers, employees, or agents.

Section 13.5 Faith and/or Credit Contracts with Third Parties

The School shall not have authority to extend the faith and credit of the Commission or the State of Washington to any third party and agrees that it will not attempt or purport to do so. The School acknowledges and agrees that it has no authority to enter into a contract that would bind the Commission and agrees to include a statement to this effect in each contract or purchase order it enters into with third parties.

Section 13.6 Indemnification

To the fullest extent permitted by law, the School shall indemnify, defend and hold harmless the Commission, State, agencies of State and all officials, agents and employees of State, from and against all claims for injuries or death arising out of or resulting from the performance of the contract by the Schools' agents, employees, representatives, or contractors. The School's obligation to indemnify, defend, and hold harmless includes any claim by Schools' agents, employees, representatives, or any contractor or its employees. The School expressly agrees to indemnify, defend, and hold harmless the Commission and State for any claim arising out of or incident to School's or any contractor's performance or failure to perform obligations under the contract. The obligation of indemnification includes all attorney fees, costs and expenses incurred by the Commission and/or State in defense of any suits, actions, grievances, charges and/or proceedings. This obligation shall survive the term of this contract.

ARTICLE XIV: OVERSIGHT AND ACCOUNTABILITY

Section 14.1 School Performance Framework

- a. Annually, the School and Commission must set performance targets designed to help the School meet its mission-specific educational and organizational goals, applicable federal, state, and Commission expectations. Once agreed upon, those performance targets shall be incorporated into the contract through amendment.
- b. The School shall annually Meet Standards or Exceed Standards on the Commission's Charter School Performance Framework set out in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and as set out in this Contract. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Commission and will be binding on the School.
- c. The Commission will monitor and periodically report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. Such reporting will take place in accordance with the Commission's Master Calendar and required school data reporting per OSPI rules and policies.
- d. The School's performance in relation to the indicators, measures, metrics and targets set forth in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and the School specific performance measures set out in this Contract shall provide one basis upon which the Commission will base its decisions to renew, revoke, terminate or take other action on the Contract.
- e. The specific terms, form and requirements of the Performance Framework may be modified or amended to the extent required to align with changes to applicable state or federal accountability requirements, as set forth in law. In the event that any such modifications or amendments occur, the Commission will use best efforts to apply expectations for school performance in a manner consistent with those set forth in the Performance Framework as initially established in the Contract.
- f. The Commission reserves the right to amend the Charter School Performance Framework set out in chapter 108-30 WAC in accordance with the legal requirements that govern amendment of agency rules. The School will be required to comply with any amendments of the Charter School Performance Framework.

Section 14.2 Performance Audits and Evaluation

Annually, the school shall be subject to an annual review by the Commission or its designee.

Section 14.2.1 Annual Performance Review

The School shall be subject to a review of its academic, organizational, and financial performance at least annually and is required to comply with obligations as indicated in Attachment 9: Identification of Documentation Required for Annual Performance Report.

The School agrees to make all documentation, records, staff, employees, or contractors promptly available to the Commission upon request.

Section 14.2.2 Data and Reports

The School shall promptly provide to the Commission any information, data, documentation, evidence and reports necessary for the Commission to meet its oversight and reporting obligations as outlined in chapter 28A.710 RCW. When the request is for on-site inspection of records, prompt is defined as immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; adherence to this timeframe will be considered prompt.

The School shall also provide required documentation, data, information and reports include identified in Attachment 9: Identification of Documentation Required for Annual Performance Report by the deadlines identified in the Master Calendar.

The School shall submit all data, worksheets, reports and other information required by OSPI in accordance with the deadlines imposed by OSPI.

Failure to provide reports, data, documentation, or evidence by the date due is a material violation of the Contract.

Section 14.3 Multiple School Applicant and Operator Oversight.

Once an Applicant is operating more than one school, the Commission may require the Applicant to address identified concerns or deficiencies in all of its Schools without conducting an investigation or inquiry at each School. The revocation of one school's charter shall create a presumption that all other contracts with the Commission shall be revoked. The Applicant bears the burden of rebutting the presumption.

ARTICLE XV: COMMISSION'S RIGHTS AND RESPONSIBILITIES

Section 15.1 Oversight and Enforcement

The Commission will manage, supervise, and enforce this Contract. It will oversee the School's performance under this Contract and hold the School accountable to performance of its obligations as required by federal and state laws and regulations, the Performance Framework, as well as the terms of this Contract. This may include, but is not limited to, taking corrective action, development of corrective action plans, imposing sanctions, renewal, revocation, or termination of this Contract.

Section 15.2 Right to Review

The Commission is a state educational agency with oversight and regulatory authority over the schools that it authorizes as provided by the provisions of chapter 28A.710 RCW. Upon request, the Commission, or its designee, shall have the right to review all records created, established or maintained by the School in accordance with the provisions of this Contract, Commission policies and regulations, or federal and state law and regulations. This right shall be in addition to the Commission's right to require the School to submit data and other information to aid in the Commission's oversight and monitoring of the School as provided under this Contract and governing law. When the request is for on-site inspection of records, the Commission shall be granted immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; the School must adhere to this timeframe.

This information, regardless of the form in which it is disclosed, will be used by the Commission, and its authorized representatives, to satisfy its obligations to audit, evaluate, and conduct compliance and enforcement activities relative to the School.

Section 15.3 Inquiries and Investigations

The Commission may conduct or require oversight activities including, but not limited to, inquiries and investigations consistent with chapter 28A.710 RCW, regulations, and the terms of this Contract. The Commission may gather information or evidence from any individual or entity with information or evidence that may be relevant to the inquiry or investigation.

Section 15.4 Notification of Perceived Problems

The Commission will notify the School of perceived problems about unsatisfactory performance or legal compliance within reasonable timeframes considering the scope and severity of the concern. The School will be given reasonable opportunity to respond to and remedy the problem, unless immediate revocation is warranted.

Section 15.5 Other Legal Obligations

Nothing in this Contract will be construed to alter or interfere with the Commission's performance of any obligations imposed under federal or state law.

Updated: May 25, 2016

Section 15.6 Oversight Fee

The Commission shall be paid an authorizer oversight fee in accordance with RCW 28A.710.110 and associated rules adopted by the State Board of Education (SBE).

ARTICLE XVI: BREACH OF CONTRACT, TERMINATION, AND DISSOLUTION

Section 16.1 Breach by the School

Violation of any material provision of this contract may, in the discretion of the Commission, be deemed a breach and be grounds for corrective action up to and including revocation or nonrenewal of this Contract. In making this determination, the Commission will consider the underlying facts and circumstances including, but not limited to, the severity of the violation as well as the frequency of violations and adhere to the applicable procedures contained in chapter 28A.710 RCW, and its rules and procedures. Material provisions include, but are not limited to, provisions imposing a requirement to comply with the Commission rules and policies and all Applicable Laws.

Section 16.2 Termination by the Commission

This Contract may be terminated, after written notice to the School, and the charter revoked by the Commission in accordance with the provisions of chapter 28A.710 RCW, and associated rules and policies. In order to minimize the disruption to students, the termination protocol developed pursuant to RCW 28A.710.210 will be followed.

The Commission may terminate the Contract for any of the following reasons:

- a. Any of the grounds provided for under chapter 28A.710 RCW, as it exists now or may be amended;
- b. A material and substantial violation of any of the terms, conditions, standards, or procedures set forth in the Contract;
- c. Failure to meet generally accepted standards of fiscal management and/or school's lack of financial viability;
- d. Failure to provide the Commission with access to information and records;
- e. Substantial violation of any provision of Applicable Law;
- f. Failure to meet the goals, objectives, content standards, performance framework, applicable federal requirements or other terms identified in the Contract;
- g. Bankruptcy, insolvency, or substantial delinquency in payments, of the School;
- h. It is discovered that the Applicant submitted inaccurate, incomplete or misleading information in its Application or in response to a Commission's request for information or documentation; or
- i. The school's performance falls in the bottom quartile of schools on the State Board of Education's accountability index.

Section 16.3 Other Remedies

The Commission may impose other appropriate remedies for breach including, but not limited to, imposing sanctions or corrective action to address apparent deficiencies or noncompliance with legal requirements. These may include a requirement that the School develop and execute a corrective action plan within a specified timeframe. Failure to develop, execute, and/or complete the corrective action plan within the timeframe specified by the Commission will constitute a material and substantial violation of the Contract.

This provision shall be implemented in accordance with the chapter 28A.710 RCW and the associated rules and guidance issued by the Commission.

Section 16.4 Termination by the School

Should the School choose to terminate this Contract before the end of the Contract term, it must provide the Commission with notice of the decision immediately after it is made, but no later than ninety days before the closure of the school year. Notice shall be made in writing to the Commission. The School must comply with the Commission's termination protocol.

Section 16.5 Invalid Provisions

If any provision of this Contract or the legal authority for entering into the Contract is invalidated by the decision of any court or competent jurisdiction, the Commission shall determine whether any of the Contract provisions can be given effect in light of the decision and notify the Board of the extent to which the Contract can remain in effect without the invalid provision. If the Commission determines that the decision implicates the legal authority for entering into the Contract, or materially and substantially alters the Contract provisions, the Contract shall terminate on the date that the decision becomes final.

If the legal authority for entering into this Contract is invalidated, then this Contract shall immediately terminate when the Court's order becomes final.

Section 16.6 Termination for Withdrawal of Authority

In the event that the Commission's authority to perform any of its duties is limited in any way, such that it cannot perform its duties or obligations under law and/or this Contract, after the commencement of this Contract and prior to normal completion, the Commission may terminate this Contract, in whole or in part, by seven (7) calendar days or other appropriate time period written notice to Applicant.

Section 16.7 Termination for Non-Allocation of Funds

If funds are not allocated to continue this Contract in any future period, or it appears that the legislature may not enact a budget before the end of a fiscal year, the Commission may terminate or suspend this Contract by seven (7) calendar days, or other appropriate time period, written notice to the Board. No penalty shall accrue to the Commission in the even this section shall be exercised.

Section 16.8 Termination for Conflict Of Interest

Commission may terminate this Contract by written notice to Applicant if it is determined, after due notice and examination, that any party to this Contract has violated the ethics or conflicts of interest provisions of this Contract, or any other laws regarding ethics in public acquisitions and procurement and performance of contracts.

Section 16.9 Dissolution

Upon termination of this Contract for any reason by the School, upon expiration of the Contract, or if the School should cease operations or otherwise dissolve, the Commission may supervise the winding up of the business and other affairs of the School; provided, however, that in doing so the Commission will not be

responsible for and will not assume any liability incurred by the School under this Contract. The Board and School personnel shall cooperate fully with the winding up of the affairs of the School. The School's obligations for following a termination protocol and winding up of the affairs of the school shall survive the term of this contract.

Section 16.10 Disposition of Assets upon Termination or Dissolution

All assets, including tangible, intangible, and real property in use by the School but originally owned by the state or assets purchased using at least 25 percent of public funds are the property of the state and shall be returned to the state upon termination or dissolution, in accordance with Commission policy and governing law. School owned assets, including tangible, intangible, and real property, remaining after paying the School's debts and obligations and not requiring return or transfer to donors or grantors, or other disposition in accordance with state law, will be disposed of in accordance with governing state and federal law, including, but not limited to RCW 28A.710.210, and the rules adopted thereto. This provision shall survive the term of this contract.

ARTICLE XVII: MISCELLANEOUS PROVISIONS

Section 17.1 Merger

This Agreement, and all attachments, exhibits and amendments thereto, contains all the terms and conditions agreed upon by the parties and supersedes all previous agreements. No other understandings, oral or otherwise, regarding the subject matter of this Contract shall be deemed to exist or to bind any of the Parties hereto.

Section 17.2 Amendments

No amendment to this Contract will be valid unless ratified in writing by the Commission and the Board and executed by authorized representatives of the Parties.

Section 17.3 Governing Law and Enforceability

This Contract shall be construed and interpreted in accordance with the laws of the state of Washington and the venue of any action brought hereunder shall be in the Superior Court for Thurston County.

Section 17.4 No Waiver

The Parties agree that no assent, express or implied, to any breach by either party of any one or more of the provisions of this Contract shall constitute a waiver of any other breach.

Section 17.5 No Third-Party Beneficiary

This Contract shall not create any rights in any third parties who have not entered into this Contract, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Contract.

Section 17.6 Non-Assignment

Neither party to this Contract shall assign or attempt to assign any rights, benefits, or obligations accruing to the party under this Contract unless the other party agrees in writing to any such assignment.

Section 17.7 Records Retention

School records shall be maintained in accordance with all applicable state and federal document and record retention requirements. If any litigation, claim or audit is started before the expiration of an applicable document retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved. This provision shall survive the term of the contract.

Section 17.8 Confidential Information

- a. The parties recognize that they are both bound by the requirements of the Family Educational Rights and Privacy Act Regulations (FERPA), (20 U.S.C. § 1232g; 34 C.F.R. § 99), and they will safeguard such information in accordance with the requirements of FERPA. The parties further recognize that that some of the information exchanged under this agreement will be confidential.
- b. The term confidential information as used in this Contract means any and all information provide by one party to the other that is exempt from mandatory disclosure under the terms of the state public

disclosure laws codified at chapter 42.56 RCW. The term “confidential information” includes, but is not limited to:

- 1.** Any personally identifiable student-related information, including, but not limited to:
 - i.** Student names;
 - ii.** The name of a student’s parent or other family members;
 - iii.** Student addresses;
 - iv.** The address of a student’s family;
 - v.** Personal identifiers such as a student’s social security number or student number;
 - vi.** Personal characteristics that would make a student's identity easily traceable;
 - vii.** Any combination of information that would make a student's identity easily traceable;
 - viii.** Test results for schools and districts which test fewer than ten students in a grade level; and
 - ix.** Any other personally identifiable student related information, or portrayal of student related information in a personally identifiable manner. (See, in particular, RCW 42.56.230(1) which exempts personal information in files maintained for students in public schools from mandatory public disclosure; RCW 42.56.070 and 42.56.080 which recognize exemptions from mandatory public disclosure information contained in other statutes such as the federal FERPA and its implementing regulations which prohibit the unauthorized public disclosure and re-disclosure of “personally identifiable student information” in or from student “education records”; and the provisions of this contract.
- c.** Confidential information disclosed under this agreement will be used solely for legally authorized purposes including, but not limited to, the audit, evaluation of the School and associated compliance and enforcement activities.
- d.** Only employees of the parties, and legally authorized individuals, will have access to confidential information described in this agreement. Any re-disclosure of personally identifiable information will occur only as authorized under this agreement and 34 C.F.R. § 99.33.
- e.** Confidential information exchanged under this agreement will be destroyed when the purpose for which the information was required has been completed, and will not be duplicated or re-disclosed without specific authority to do so. Provided, however, that the parties must also comply with all legally imposed document retention requirements and litigation holds.
- f.** The parties will safeguard confidential information by developing and adhering to policies governing physical, electronic, and managerial safeguards against unauthorized access to and unauthorized disclosure of confidential information.
- g.** If a party receives a public records request, court order, or subpoena for Student Data, provided under this agreement the party shall, to the extent permitted by law, notify the other party within two (2) business days of its receipt thereof, and will reasonably cooperate with the party in meeting FERPA obligations in complying with or responding to said public records request, subpoena, and/or court order.

Section 17.9 Order of Precedence

The items listed below are incorporated by reference herein. In the event of an inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order:

- a. Applicable Law;
- b. Terms and Conditions of the Contract;
- c. Attachments; and
- d. Any other provisions incorporated by reference or otherwise into the Contract.

Section 17.10 Taxes

The School shall be responsible for adherence to all state and federal tax laws and regulations including, but not limited to, all payments accrued on account of payroll taxes, unemployment contributions, any other taxes, insurance or other expenses for the School's employees, contractors, staff and volunteers which shall be the sole liability of the School.

Section 17.11 Waiver

Waiver of any breach of any term or condition of this Contract shall not be deemed a waiver of any prior or subsequent breach. No term or condition of this Contract shall be held to be waived, modified, or deleted except by a written instrument signed by the parties.

Section 17.12 Captions

The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 17.13 Gender and Number

The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

Section 17.14 Solicitation and Response

This Contract is entered into as a result of the approval of the application submitted by the School in response to the Commission's Request for Proposal (RFP). The RFP is attached as Attachment 11: Request for Proposals to this Contract and the School's application submitted in response to the RFP is attached as Attachment 12: Charter Public School Application to this Contract.

Updated: May 25, 2016

ARTICLE XVIII: NOTICE

Section 18.1 Notice

Any notice required or permitted under this Contract will be in writing and will be effective upon personal delivery, emailing, or three days after mailing when sent by certified mail, postage prepaid, addressed as follows:

Bree Dusseault
210 S. Hudson Street
Seattle, WA 98134


Joshua Halsey
Washington Charter School Commission
PO Box 40996
Olympia, WA 98504-0996
Joshua.Halsey@charterschool.wa.gov
(360) 725-5511

Any change in address shall be immediately given to the other party in writing. Any notice that is undeliverable due to change of address without proper notification to the other party will be deemed received on the date delivery to the last known address was attempted.

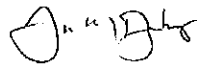
If a notice is received on a weekend or on a national or Washington state holiday, it shall be deemed received on the next regularly scheduled business day.

IN WITNESS WHEREOF, the Parties have executed this Contract to be effective August 22, 2017.

APPROVED BY A QUORUM OF THE COMMISSION ON May 19, 2016:


Steve Sundquist, Chair
Washington State Charter School Commission

THE CHARTER SCHOOL BOARD:


Andrew Buhayar, President
Green Dot Public Schools Washington

APPENDICES

Attachment 1: Pre-Opening Process and Conditions

Attachment 2: Governance Documents

Attachment 3: Board Roster and Disclosures

Attachment 4: Educational Program Terms and Design Elements

Attachment 6: Education Service Provider (ESP) Contract Guidelines

Attachment 7: Physical Plant

Attachment 8: Statement of Assurances

Attachment 9: Identification of Documentation Required for Annual Performance Report

Attachment 10: Enrollment Policy

Attachment 11: Request for Proposals

Attachment 12: Charter Public School Application

Attachment 1: Re-Opening Process and Conditions

TASK	DUE DATE	STATUS/NOTES	COMPLETE
School Facility/Physical Plant:			
Provide the proposed location of the School; identify any repairs/ renovations that need to be completed by school opening, the cost of these repairs, the source of funding for the repairs, and a timeline for completion.	3/15		
Written, signed copy of facility lease, purchase agreement and/or other facility agreements for primary and ancillary facilities as are necessary for School to operate for one year or more.	3/31		
School possesses appropriate documents that the School is of sufficient size and with a sufficient number of classrooms to serve the projected enrollment. Copies of documents are on file with the Commission.	5/30		
The School facilities have met all applicable Department of Health requirements to serve food. Food Safety Permit is on file with the Commission.	8/1		
The School possesses all permits and licenses required to legally operate in the School Facility. Certificate of Occupancy is on file with the Commission.	8/1		
School Operations:			
Board approved (with signature page and date) special education policies and procedures (2161 and 2161P). In addition, evidence of submission of policies and procedures to OSPI and approval from OSPI are on file with the Commission.	2/15		
If the School wishes to offer a weighted enrollment preference for at-risk students or to children of full-time employees of the school if the employees' children reside within the state, the admissions policy must be approved by the Commission.	2/15		
The school has provided evidence of a uniform system of double-entry bookkeeping that is consistent with	4/14		

generally accepted accounting principles Generally Accepted Accounting Principles (GAAP).			
Copy of Employee Handbook and related employee communication which includes at a minimum expectations for employee performance and behavior, compensation and benefit information, emergency response information, annual calendar, hours and length of employment, supervisory obligations, and a description of both informal and formal complaint procedures that employees may pursue In the event of disagreements.	6/15		
The school has provided evidence of a student handbook. Student Handbook must contain at a minimum the following: School’s mission statement, School’s Contact Information, School Calendar, School Attendance Policy, Student Discipline Policy and Student Rights and Responsibilities.	6/30		
An annual school calendar approved by the Board of Directors for the first year of the School’s operation is on file with the Commission. School calendar must meet the compulsory school attendance requirements of state law, financial guidelines, and state regulations.	6/30		
Provide evidence that students representing 80% of the projected fall membership have enrolled, including name, address, grade and prior school attended.	7/15		
The School has established a process for resolving public complaints, including complaints regarding curriculum. The process includes an opportunity for complainants to be heard. School’s process is on file with the Commission.	7/1		
The required Safe School Plan consistent with the school mapping information system pursuant to RCW 28A.320.125; RCW 36.28A.060, is on file with the Commission. For more information on a Safe School Plan, please visit: https://www.k12.wa.us/safetycenter/Planning/Manual.aspx	7/1		

The School, through website posting and written notice with receipt acknowledge by signature of the recipient, must advise families of new, ongoing, and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations.	7/1		
PRE-OPENING SITE VISIT Prior to a School opening, Commission staff will conduct a site visit to verify that that school has completed or is on track to complete each pre-opening condition and confirm the School is ready to open.	7/15		
State assessment schedule is on file with the Commission.	7/15		
The School has written rules regarding pupil conduct, discipline, and rights including, but not limited to short-term suspensions, students with disabilities and a re-engagement plan.	8/1		
An employee roster and proof of background check clearance for members of the Charter school board, all staff, and contractors who will have unsupervised access to children is on file with the Commission.	8/1		
The school has policy and procedures for requesting, maintaining, securing and forwarding student records.	8/1		
The school has provided evidence of a working system for the maintenance of a proper audit trail and archiving of grade book/attendance (i.e. attendance logs).	8/1		
The school has provided evidence of an adequate staff configuration to meet the educational program terms outlined in the charter, its legal obligations, and the needs of all enrolled students (% of staff positions filled) and/or a plan for filling open positions.	8/1		
Evidence that instructional staff, employees, and volunteers possess all applicable qualifications as required by state and federal law.	8/1		
The school has provided evidence that the Civil Rights Compliance Coordinator, the Section 504 Coordinator,	8/1		

the Title IX Officer and the Harassment, Intimidation, Bullying (HIB) Compliance Officer, and State Assessment Coordinator have been named and submitted to OSPI and the Commission.			
Provide evidence that all employees have completed training on child abuse and neglect reporting or has comparable experience.	8/15		
School Governance:			
Within two weeks of contract execution, charter school board members must submit a Personal Financial Affairs Statement to the Public Disclosure Commission. The Commission will confirm that each charter school board members has submitted their Statement with the Public Disclosure Commission.	2 weeks from execution of contract		
Charter school must submit annual board meeting schedule including date, time, and location to Commission and assure the Commission that the meetings are posted on school website.	1/1		
Evidence that membership on the Board of Directors is complete and complies with the school's board bylaws (i.e. board roster with contact information for all board members, identification of officers, and term of service).	3/31		
Resume of each board member is on file with the Commission.	3/31		
Board Disclosure forms are complete and on file with the Commission.	3/31		
For School's whose 501c3 status was pending at the time of submission of the charter school application, the School must submit to the Commission verification of its 501c3 status once it has been approved by the Internal Revenue Service (IRS).	3/31		
Submit emergency contact information for the Chief Executive Officer (CEO) and other members of the management team.	5/31		
Annually, the School and Commission must set performance targets/mission-specific goals designed to	7/1		

help the School meet its mission-specific educational and organizational goals. Once agreed upon, those performance targets shall be incorporated into the charter contract through amendment. These targets must be set by July 1st of each year of the School's operation			
Budget:			
Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	2/15		
Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	5/15		
The School has provided evidence of an authorization process that identifies 1) individual(s) authorized to expend School funds and issue checks; 2) safeguards designed to preclude access to funds by unauthorized personnel and/or misappropriation of funds; and 3) individual(s) responsible for review and monitoring of monthly budget reports.	7/1		
A copy of the annual budget (using the Commission budget form) adopted by the School Board is on file with the Commission.	7/10		
Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	8/15		
Provide proof of insurance as set forth in the Contract.	8/1		

Attachment 2: Governance Documents

**AMENDED AND RESTATED BYLAWS
OF
GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**
(a Washington nonprofit corporation)

ARTICLE 1. OFFICES

The principal office for the transaction of the activities and affairs of the corporation shall be at such location within the State of Washington as the Board of Directors ("Board") shall from time to time designate. The corporation may also have such other offices within the State of Washington as the Board of Directors may from time to time establish.

ARTICLE 2. MEMBERSHIP

The corporation shall have no members.

ARTICLE 3. BOARD OF DIRECTORS

3.1 General Powers

The powers of the corporation shall be exercised, its property controlled and its activities and affairs conducted by or under the directors of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, nonprofit management company, or committee provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

3.2 Authorized Number

The authorized number of Directors shall be not less than three (3) and nor more than twenty-five (25). The exact number of authorized Directors shall be fixed within these limits from time to time by the corporation. The exact number of authorized Directors shall be fixed within these limits from time to time by Green Dot Public Schools National, a California nonprofit public benefit corporation ("GDPSN").

3.3 Qualifications

No more than forty-nine percent (49%) of the persons serving on the Board may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as a Director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law,

daughter-in-law, mother-in-law or father-in-law of such a person. The provision of this paragraph, however, shall not affect the validity or enforceability of any transaction entered into by the corporation. Directors may have such other qualifications as the Board may prescribe by amendment to these Bylaws.

3.4 Election of Directors

3.4.1 Initial Directors

The initial Directors named in the Articles of Incorporation shall serve until the first annual meeting of the Board.

3.4.2 Designation and Term

GDPSN, acting through its Board of Directors, shall designate the Directors of the corporation. Each Director designated by GDPSN shall serve for such term of office as is specified by GDPSN and thereafter until removed or replaced.

3.4.3 Resignation

A Director may resign effective upon giving written notice to the Chair, the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.

3.4.4 Removal of Directors

A Director may be removed by GDPSN with or without cause at any time, or by a majority vote of the Directors then in office with the written consent of GDPSN.

3.4.5 Vacancies

A vacancy or vacancies on the Board shall be deemed to exist in the event of the death, resignation or removal of any Director, or if the Board by resolution declares vacant the office of a Director who has been declared of unsound mind by an order of the court, or who has been convicted of a felony, or who has been found by final order of judgment of any court to have breached a duty under the Washington Nonprofit Act, or if the authorized number of Directors is increased, or if GDPSN fails to designate the authorized number of Directors to be designated by GDPSN.

In the event of any vacancy of the Board, the position of Director may be filled by GDPSN pursuant to Section 3 of this Article 3.4.2. A Director who fills a vacancy shall serve for the unexpired term of his or her predecessor in office.

ARTICLE 4. MEETINGS

4.1 Open Public Meetings Act

All meetings of the Board shall be called, noticed and held in compliance with the provisions of the Open Public Meetings Act set forth in RCW 42.30. Except as otherwise permitted by the Open Public Meetings Act, all meetings of the Board shall be open and public, and all personnel shall be permitted to attend any meeting of the Board. The Board shall not act any meeting required to be open to the public vote by secret ballot. Any vote taken in violation of this section shall be null and void.

4.2 Place of Meetings

All meetings of the Board shall be held at the principal office of the corporation or such other place as shall be determined from time to time by resolution of the Board, provided that, except as otherwise permitted by the Open Public Meetings Act, all meetings of the Board shall be held within Washington, or as required by an existing and valid charter between the corporation and an authorizing school district or other appropriate Washington legislative body.

4.3 Annual Meeting

The annual meeting of the Board shall be held during the month of December on a date chosen by the President or the Board for the purposes of electing Directors and officers and transacting such business as may properly come before the meeting. If the annual meeting is not held on the date designated therefor, the Board shall cause the meeting to be held as soon thereafter as may be convenient.

4.4 Regular Meetings

Regular meetings of the Board shall be held on such dates and at such times as shall be determined from time to time by resolution of the Board. If at any time any regular meeting falls on a holiday, such regular meeting shall be held on the next business day. At least 72 hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The agenda shall specify the time and location for the regular meeting and shall be posted in a location that is freely accessible to members of the public, or on the corporation's internet web site, if the corporation has one, and at the site of each charter school operated by the corporation. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires modification or accommodation in order to participate in the public meeting. The agenda shall provide an opportunity for members of the public to directly address the Board on any item of interest

to the public before or during the Board's consideration of the item, that is within the authority of the Board. Except as otherwise permitted by the Open Public Meetings Act, no action or discussion shall be undertaken on any item not appearing on the posted agenda.

4.4.1 Presentation to the Board/Agenda Items

Any person may address the Board concerning any item on the agenda prior to action by the Board on such item. Such comments shall be limited to five minutes, unless the Board, at its discretion, votes to shorten or lengthen the time for each speaker. The total time devoted to presentations to the Board on agenda items shall not exceed one-half hour unless additional time is granted by the Board. If the number of persons interested in addressing the Board on an item cannot be accommodated in the time allotted, the Board shall take reasonable steps to allocate time fairly among those supporting or opposing the item.

4.4.2 Presentation to the Board/Non-Agenda Items

Members of the public may address the Board on any item not listed on the Board meeting agenda. Speakers will be limited to three minutes, unless the Board, at its discretion votes to shorten or lengthen the time for each speaker. No more than a total of fifteen minutes shall be devoted to all non-agenda items at regular meetings. The President may disallow a request to address the Board if repetitive of other speakers, or if the speaker seeks to make a presentation that he or another speaker has made at a previous meeting, if it appears that the total allotted time may be exceeded.

Members of the public attempting to make complaints or charges against an employee before the Board in open session will be offered the option to meet with staff to file a complaint under GDPSN's established complaint procedures.

4.4.3 Disturbance of Meetings

In the event that any meeting is interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are interrupting the meeting, the members of the Board conducting the meeting may order the meeting room cleared and continue in session or may adjourn the meeting and reconvene at another location selected by majority vote of the Board. In such a session, final disposition may be taken only on matters appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this section. Nothing in this section shall prohibit the Board from establishing a procedure for readmitting an individual or individuals not responsible for disturbing the orderly conduct of the meeting.

4.4.4 Request to Address the Board

“Request to Address the Board” cards shall be available in the Board meeting room prior to the beginning of each meeting. Members of the public who seek to address the Board on an agenda item or during time allotted for oral communications shall complete a “Request to Address the Board” card and give it to the Board Chairperson or designee no later than ten minutes prior to the commencement of the meeting.

4.4.5 Preparation of the Board Agenda

The Secretary or designee shall be responsible to prepare the agendas for all regular meetings of the Board.

4.4.6 Agenda Distribution

The Board agenda, with supporting information for a regular Board meeting, shall be delivered to Board members at least 72 hours prior to the meeting. The Secretary or designee is responsible for the distribution of Board packets (which include the official agenda and all supporting information to be discussed/acted upon in open session).

In addition to the provisions of agendas, all supporting public information shall be provided to those persons or parties who have requested to be placed upon the Board’s mailing list. A reasonable fee may be charged to receive the actual costs of providing the agenda.

4.5 Special Meetings

- (1) A special meeting may be called at any time by the Chair of the Board of the corporation or by a majority of the members of the Board by delivering written notice personally, by mail, by fax, or by electronic mail to each member of the Board. Written notice shall be deemed waived in the following circumstances:
 - (a) a Director submits a written waiver of notice with the secretary of the Board at or prior to the time the meeting convenes. A written waiver may be given by telegram, fax, or electronic mail; or
 - (b) a Director is actually present at the time the meeting convenes.

- (2) Notice of a special meeting shall be:
- (a) Delivered to each local newspaper of general circulation and local radio or television station that has on file with the Board a written request to be notified of such special meeting or of all special meetings;
 - (b) Posted on the corporation's website. The corporation is not required to post a special meeting notice on its web site if it (i) does not have a web site; (ii) employs fewer than ten full-time equivalent employees; or (iii) does not employ personnel whose duty, as defined by a job description or existing contract, is to maintain or update the web site; and
 - (c) Prominently displayed at the main entrance of the corporation's principal location and the meeting site if it is not held at the corporation's principal location.

Such notice must be delivered or posted, as applicable, at least twenty-four hours before the time of such meeting as specified in the notice.

- (3) The call and notices required under Articles 4.5(1) and 4.5(2) shall specify the time and place of the special meeting and the business to be transacted. Final disposition shall not be taken on any other matter at such meetings by the Board.
- (4) The notices provided in this section may be dispensed with in the event a special meeting is called to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage.

4.6 Emergency Meetings

In the event of an emergency, as defined by RCW 42.30.070, and there is a need for expedited action by the Board to meet the emergency, the Chair of the Board may provide for a meeting site other than the regular meeting site and the notice requirements of RCW 42.30.070 shall be suspended during such emergency.

4.7 Quorum

A quorum of the Board for the transaction of business shall be the greater of the majority of the Directors then in office or one-fifth of the authorized Directors.

4.8 Transactions of the Board

An act or decision done or made by the majority vote of the Directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more Directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to those provisions relating to (i) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of Directors.

4.9 Conduct of Meetings

The Chair, or in his or her absence, the Vice-Chair, or in his or her absence, any Director selected by the Directors present, shall preside at meetings of the Board. The Secretary of the corporation or, in the Secretary's absence, any person appointed by the presiding officer, shall act as Secretary and record the minutes of the meeting of the Board.

4.10 Teleconferencing

The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconferencing locations and conduct teleconference meetings in a manner that protects the statutory rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconferencing location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. Participation in a meeting through use of teleconferencing pursuant to this section constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call.

For purposes of this section 4.11, "teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, though either audio or video, or both. Nothing in this section shall prohibit the corporation from providing the public with additional teleconference locations.

4.11 Adjournment

The Board may adjourn any regular, adjourned regular, special, or adjourned special meeting to a time and place specified in the order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular or adjourned a regular meeting, the Secretary may declare the meeting adjourned to a stated time and place. He or she shall cause a written notice of the adjournment to be given in the same manner as provided in Article 4.5 for special meetings, unless such notice is waived as provided for special meetings. Whenever any meeting is adjourned a copy of the order or notice of adjournment shall be conspicuously posted immediately after the time of the adjournment on or near the door of the place where the regular, adjourned regular, special, or adjourned special meeting was held. When a regular or adjourned regular meeting is adjourned as provided in this section, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment of any meeting fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by resolution.

4.12 Electronic Transmission by the Corporation

Electronic transmission by the corporation shall be valid only for communications:

- (1) delivered by (i) electronic mail when directed to the electronic mail address for that recipient on record with the corporation; (ii) posting on an electronic message board or network that the corporation has designated for those communications, together with a separate notice to the recipient of the posting, which transmission shall be validly delivered upon the later of the posting or delivery of the separate notice thereof, or (iii) other means of electronic transmission;
- (2) to a recipient who has provided an unrevoked consent to the use of those means of transmission for communication; and
- (3) that creates a record that is capable of retention, retrieval, and review, and that may thereafter be rendered into clearly legible tangible form.

ARTICLE 5. BOARD COMMITTEES

5.1 Committees Generally

The Board may appoint standing or special committees for any purpose defined by these Bylaws or determined by the Board. When such committees are composed solely of two (2) or more Directors, the Board may delegate to such committees any of the powers and authority of the Board, except the power and authority to (i) fill vacancies on the Board or in any committee which has the authority of the Board; (ii) fix compensation of

the Directors for serving on the Board or on any committee; (iii) amend or repeal these Bylaws or adopt new Bylaws; (iv) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable; (v) appoint committees of the Board or the members thereof; (vi) expend corporate funds to support a nominee or applicant for Director; or (vii) approve of any self-dealing transaction except as provided by law. Committees which are composed solely of Directors and to which the powers of the Board are delegated shall have power to act only in intervals between meetings of the Board and shall at all times be subject to the control of the Board. Nothing in this Article 5.1 authorizes the Board or the corporation to take any action that is prohibited by applicable laws or policies, including applicable conflicts of interest laws or policies, or by other provisions of these Bylaws.

5.1.1 Meetings of Committees

All meetings of committees other than a meeting of an advisory committee which is comprised solely of less than a quorum of the Board and which is not a standing committee shall be called, noticed and held in compliance with the rules and regulations for meetings of the Board as set forth in the Article 4 hereof applied as if the committees were acting as the Boards. Subject to the foregoing, the Board or, if the Board does not act, the committees shall establish rules and regulations for meetings of the committees, and the committees shall meet on such dates and at such times as are deemed necessary by the Board or, if the Board does not act, by the committees. Committees shall keep regular minutes of proceedings and report the same to the Board from time to time as the Board may require.

5.1.2 Standing and Special Committee

The standing committees of the Board shall consist of an Audit Committee and such other standing committees as the Board may authorize from time to time. Special committees may also be authorized by action of the Board. Any committee composed of persons one or more of whom are not Directors may act solely in an advisory capacity to the Board.

5.1.3 Audit Committee

The Audit Committee may include persons who are not members of the Board, but the member or members of the Audit Committee shall not include any members of the staff of the corporation, including the President and Treasurer. If the corporation has a Finance Committee, members of the Finance Committee shall constitute less than one-half of the Audit Committee, and the chair of the Audit Committee may not be a member of the Finance Committee. Members of the Audit Committee shall not receive any compensation from the corporation and shall not have a material financial interest in any entity doing business with the corporation. Subject to the supervision of the Board, the

Audit Committee shall be responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board. The Audit Committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services performed by the auditing firm conform with standards for auditor independence, and shall approve performance of nonaudit services by the auditing firm.

5.1.4 Quorum and Voting

A majority of the members of a committee shall constitute a quorum and any transactions of a committee shall require a majority vote of the members of the committee at a meeting at which a quorum is present.

5.2 Appointment

The members of a committee shall be appointed by a majority vote of the Directors then in office upon the recommendation of the Board's Chair.

5.3 Term of Office

Each member of a standing committee shall serve until the next annual meeting of the Board and until his or her successor is appointed, or until such committee is sooner terminated, or until he or she is removed, resigns, or otherwise ceases to qualify as a member of the committee.

5.4 Vacancies

Vacancies on any committee may be filled for the unexpired portion of the term in accordance with Article 5.2 above.

5.5 Resignation

Any member of any committee may resign at any time by delivering written notice thereof to the President, the Secretary or the chairperson of such committee, or by giving oral or written notice at any meeting of such committee. Any such resignation shall take effect at the time specified therein or, if the time is not specified, upon delivery thereof and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

5.6 Removal of Committee Member

The Board may remove by a majority vote of the Directors then in office any member on any committee with or without cause.

5.7 Compensation

The Directors, including any Director that also serves as an officer of the corporation, shall serve without compensation from the corporation; provided however, that the Directors may receive reimbursement of expenses actually incurred in connection with attending Board of Directors meetings and in accordance with policies adopted by the Board.

ARTICLE 6. OFFICERS

6.1 Number and Title of Officers

The officers of the corporation shall be a Chair, Vice Chair, a President, a Secretary, a Treasurer, and such other officers, with such titles and duties as shall be determined by the Board. Any number of offices may be held by the same person, except that no person serving as the Secretary or the Treasurer may serve concurrently as the Chair, the Vice-Chair, or the President.

6.2 Election of Officers

The officers of the corporation shall be chosen by and serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Officers need not be Directors except that the Chair and the Vice-Chair each must be a Director. Each officer shall hold office until removed or replaced. Officers shall be eligible for re-election without limitation on the numbers of terms they may serve.

6.3 Subordinate Officers

The Board may appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

6.4 Removal and Resignation of Officers

Any officer may be removed at any time, with or without cause, by the affirmative vote of majority of the Directors then in office.

Any officer may resign (without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party) at any the time by giving notice to the corporation. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of any resignation shall not be necessary to make it effective.

6.5 Vacancies in Offices

A vacancy in any office created by the death, resignation, removal, disqualification, creation of a new office, or any other cause may be filled by these Bylaws for regular election or appointment to that office.

6.6 Chair

The Chair shall be selected from the Directors and shall, if present, preside at all meeting of the Board. The Chair shall exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by these Bylaws.

6.7 Vice-Chair

The Vice-Chair shall be selected from the Directors and shall perform the duties and exercise the authority of the Chair in the event of the Chair's absence. The Vice-Chair shall also perform such other duties as are assigned by the Board.

6.8 President

Subject to the control of the Board, the President shall be the executive director of the corporation and shall have general supervision, direction and control over the business and officers of the corporation. He or she shall have the general power and duties of management usually vested in the office of chief executive officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Boards, any powers or duties vested in the President may be delegated by him or her to such subordinates as he or she may choose.

6.9 Absence or Disability of the President

In the absence or disability of the President, the President's designee shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the President. Such designee shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board.

6.10 Secretary

The Secretary shall keep or cause to be kept at the principal executive office or at such other place as the Board may direct, a book of minutes of all the meetings and actions of the Board and committees of Directors, with the time and place of holding,

whether regular or special, and, if special, how authorized, the notice given, the names of those present at Director's meetings or committee meetings and the proceedings.

The Secretary shall give, or cause to be given, notice of all meetings of the Board required by these Bylaws or by law to be given. He or she shall have such other powers and perform such other duties as may be prescribed by the Board or by these Bylaws.

6.11 Treasurer

The Treasurer shall keep and maintain, or cause to be maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts or disbursements. The books of account shall at all reasonable times be open to inspection by any Directors.

The Treasurer shall deposit or cause to be deposited all monies or other valuables in the name and to the credit of the corporation with such depositories as may be designated by the Board and shall have the authority to execute and affix the endorsement of the corporation upon any negotiable instruments for the purpose of making any such deposit. He or she shall render to the Board, whenever it requests it, an account of all of his or her transactions as Treasurer and of the financial condition of the corporation and shall have such other powers and perform such other duties as may be prescribed by the Board or these Bylaws.

6.12 Approval of Compensation

The Board or an authorized committee of the Board shall review and approve the compensation, including benefits, of the President and the Treasurer to assure that it is just and reasonable. The review and approval shall occur initially upon the hiring of the officer, whenever the term of employment if any, of the officer is renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

ARTICLE 7. CORPORATE RECORDS AND REPORTS

7.1 Public Records Requirements

The corporation shall comply with the Public Records Act as set forth in RCW 42.56.

7.2 Corporate Records

The corporation shall keep adequate and correct records of accounts and minutes of the proceedings of its Board and committees of the Board. The minutes shall be kept in written form. Other books and records shall be kept in either written form or in any other form capable of being converted into written form.

7.3 Inspection

Each Director shall have the absolute right to inspect at any reasonable time all books, records and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. Any inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and make extras of documents.

7.4 Annual Report

The Board shall cause an annual report to be sent to each Director not later than one hundred twenty (120) days after the close of the corporation's fiscal year. That report shall contain in appropriate detail the following:

- (1) the assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (2) the principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (3) the revenue or receipt of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year; and
- (4) the expenses or disbursement of the corporation for both general and restricted purposes, during the fiscal year.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer or the corporation that such statements were prepared without audit from the books and records of the corporation.

This requirement of an annual report shall not apply if the corporation receives less than \$25,000 in gross revenues or receipts during the fiscal year; provided, however, that a report with the information required for the inclusion in an annual report must be furnished annually to all Directors.

ARTICLE 8. INTERESTS OF DIRECTORS AND OFFICERS

8.1 Compensation

Directors who receive any compensation for services in any capacity, directly or indirectly, from the corporation may not vote on matters pertaining to that Director's compensation.

8.2 Conflict of Interest

Directors and officers shall disclose to the Board any financial interest which the Director or officer directly or indirectly has in any person or entity which is a party to a transaction under consideration by the Board. The interested Director or officer shall abstain from voting on the transaction.

8.3 Review of Certain Transactions

Prior to entering into any compensation agreement, contract for goods or services, or any other transaction with any person who is in a position to exercise influence over the affairs of the corporation, the Board shall establish that the proposed transaction is reasonable when compared with a similarly-situated organization for functionally comparable positions, goods or services rendered.

ARTICLE 9. ADMINISTRATIVE AND FINANCIAL PROVISIONS

9.1 Loans

No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances. In addition, the corporation may not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220.

9.2 Loans or Extensions of Credit to Officers and Directors

No loans shall be made and no credit shall be extended by the corporation to its officers or Directors.

9.3 Checks, Drafts, Etc.

All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the corporation shall be signed by such

officer or officers, or agent or agents, of the corporation and in such manner as is from time to time determined by resolution of the Board.

9.4 Accounting Year

Unless a different accounting year is at any time selected by the Board, the accounting year of the corporation shall be on the last day of August in each year.

9.5 Rules of Procedure

The rules of procedure at meetings of the Board and committees of the Board shall be rules contained in Roberts' Rules of Order on Parliamentary Procedure, Newly Revised, so far as applicable and when not inconsistent with these Bylaws, the Articles of Incorporation or any resolution of the Board.

9.6 Distribution of Assets Upon Dissolution of this Corporation

All the property and assets of this corporation are irrevocably dedicated to the charitable and educational purposes described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). Upon dissolution, winding up or abandonment of the corporation, its assets remaining after payment, or provisions for payment, of all debts and liabilities shall be distributed to one or more organizations each of which is then described in Section 501(c)(3) of the Code.

Notwithstanding the foregoing, any public school funds of the corporation that have been provided pursuant to RCW 28A.710.220 must be returned to the state or local account from which the public funds originated. In addition, assets, if any, which are not subject to attachment, execution or sale for the corporation's debt and liabilities may be distributed pursuant to the following provisions even though all debts and liabilities have not been paid or adequately provided for:

- (1) Assets held upon a valid condition requiring return, transfer, or conveyance, which condition has occurred or will occur by reason of the dissolution, shall be returned, transferred, or conveyed in accordance with the condition.
- (2) Except as provided in subsection (1) above, assets held under a trust shall be disposed of in compliance with the provisions of the trust.

ARTICLE 10. AMENDMENTS

These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by the Board, but only with the written consent of GDPSN. During any period that the corporation is operating a charter school pursuant to a charter petition approved by a school district, these Bylaws may not be amended in a manner that materially alters

the charter, without the consent of the authorizing school district or other Washington legislative body, if such consent is required under the charter.

ARTICLE 11. DISSOLUTION OR SUSPENSION OF GDPSN

If GDPSN is dissolved or if GDPSN is suspended and such suspension continues for more than one year, thereafter all rights and powers of GDPSN under these Bylaws shall be exercised by the Board, and any action that would otherwise require approval of GDPSN shall require only approval of the Board.

Certificate of Secretary

The undersigned Secretary of Green Dot Public Schools Washington State ("Corporation"), a Washington non-profit corporation, certifies that the foregoing Bylaws were duly adopted by a majority vote of the members of the Board then in office at a meeting of the Board duly called and held on **June 12, 2014** in compliance with the Bylaws of the Corporation at which a quorum of the Board was present and acting throughout the meeting.

Date: _____

Signature: _____
Board Secretary

**RESOLUTIONS OF THE BOARD OF DIRECTORS
OF GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE
REGARDING ORGANIZATIONAL MATTERS**

The following resolutions are presented to the Board of Directors ("Board") of **GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE** ("Corporation"), a Washington State nonprofit corporation, at a regular meeting on June 12, 2014.

WHEREAS, the Board hereby consents to and adopts, as of the date set forth above, the following resolutions:

ACTIONS OF INCORPORATOR

RESOLVED, that all actions taken by the incorporator of the Corporation be hereby approved, adopted, ratified and confirmed as the valid and binding actions of the Corporation and that the Corporation shall indemnify and hold the incorporator harmless from any liability incurred by her on behalf of the Corporation.

RESOLVED, that the resignation of the incorporator of the Corporation is hereby accepted.

ARTICLES OF INCORPORATION

RESOLVED, that the Articles of Incorporation of the Corporation having been filed in the office of the State of Washington Secretary of State on November 14, 2013, are hereby approved.

AGENT FOR SERVICE OF PROCESS

RESOLVED, that the Executive Director, Brianna Dusseault, whose principal address is Washington State Charter Schools Association, McKinstry Innovations Center, 201 S. Hudson St., Seattle, WA 98134, is hereby confirmed as the Corporation's initial Agent for Service of Process.

BYLAWS

RESOLVED, that the Restated Bylaws of Green Dot Public Schools Washington State ("Bylaws") in the form presented to the Board and attached hereto are adopted and approved as the bylaws of the Corporation until amended or repealed.

BOARD MEMBER TERMS

WHEREAS, the Board desires to stagger the terms of its members.

RESOLVED, that, contingent upon formal approval from Green Dot Public Schools National, a California nonprofit public benefit corporation, the Board hereby confirms the membership of the Board and sets the following Board member terms:

<u>Name of Director</u>	<u>Term Ending</u>
Kaaren Andrews	December 31, 2014
Andrew Buhayar	December 31, 2015
Marguerite Kondracke	December 31, 2014
Kimberly Mitchell	December 31, 2015

ELECTION OF OFFICERS

WHEREAS, on November 20, 2013, the Board resolved to appoint, for a period of one year or until their successors are appointed and qualify: (1) Kimberly Mitchell as Chair; (2) Megan Quaile as Executive Director (President); and (3) Andrew Buhayar as Secretary.

RESOLVED, that the following persons are elected to the offices indicated to serve at the pleasure of the Board and in accordance with the Bylaws of the Corporation and shall hold their respective offices until their resignation, removal or other disqualification from service or until their respective successors shall be elected and qualified:

Kimberly Mitchell	Chair
Marguerite Kondracke	Vice Chair
Andrew Buhayar	Secretary
Kaaren Andrews	Treasurer

RESOLVED, that Megan Quaile is elected to the office of President (and Executive Director) to serve at the pleasure of the Board and in accordance with the Bylaws of the Corporation and shall hold this office until either of the following occurs first: (1) June 30, 2014; or (2) her resignation, removal or other disqualification from service or until her respective successors shall be elected and qualified.

RESOLVED, that Brianna Dusseault is elected to the office of President (and Executive Director) to serve at the pleasure of the Board and in accordance with the Bylaws of the Corporation and shall hold this office from July 1, 2014 until her resignation, removal or other disqualification from service or until her respective successors shall be elected and qualified.

LOCATION OF PRINCIPAL OFFICE

RESOLVED, that Washington State Charter Schools Association, McKinstry Innovations Center, 201 S. Hudson St., Seattle, WA 98134 is hereby designated and fixed as the principal office of the Corporation.

BANK AND BROKERAGE FIRM RESOLUTIONS

RESOLVED, that the Corporation establish in its name one or more bank deposit accounts and that the President or Treasurer of the Corporation be and is hereby authorized to establish such an account or accounts on terms and conditions agreed on with such bank;

RESOLVED FURTHER, that the President or Treasurer of the Corporation be and is hereby authorized to designate as depositories of the Corporation's funds one or more other banks, trust companies or other financial institutions, and to open, keep and close general and special accounts in such depository;

RESOLVED FURTHER, that the President or Treasurer be and is hereby authorized to endorse checks, drafts or other evidences of indebtedness made payable to the Corporation, for the purpose of deposit, and may sign on the Corporation's behalf all checks, drafts, and other instruments of the Corporation to pay money, including instruments payable to the President; and

RESOLVED FURTHER, that the President or Treasurer of the Corporation be and is hereby authorized to execute, on behalf of the Corporation, all standard form resolutions required by all banks, trust companies and financial institutions.

SIGNATORIES

WHEREAS, the Board deems it to be in the best interest of GDPSWS to designate persons who shall have the authority to execute legal and financial documents specifically including, but not limited to, checks or other withdrawal instruments, deeds, contracts, purchase orders, mortgages, bonds, indemnity bonds, loan agreements, leases, security agreements, notes, financing statements, union collective bargaining agreements, employment agreements, partnership agreements, joint venture agreements, pleadings, and all other agreements, contracts, assignments, consents, waivers, certificates, guarantees, directions,

instruments, and other documents (collectively the “Legal and Financial Documents”) for and in the name of GDPSWS.

WHEREAS, on November 20, 2013, the Board approved its Bylaws that authorize GDPSWS’s Executive Director and Treasurer, acting alone, to execute any and all legal and financial documents for and in the name of GDPSWS.

RESOLVED, that Kimberly Mitchell, in her capacity as Chair, Brianna Dusseault, in her capacity as Executive Director, and Kaaren Andrews in her capacity as Treasurer, shall also have the specific authority, acting alone, to execute any and all legal and financial documents for and in the name of GDPSWS.

RESOLVED FURTHER, that only the three (3) persons named in this Resolution shall have the authority, acting with the Board, to execute a legal and financial document for and in the name of GDPSWS.

FISCAL YEAR

RESOLVED, that the fiscal year of the Corporation shall end on August 31st of each year.

CONFLICT OF INTEREST POLICY

RESOLVED, that the Conflict of Interest Policy in the form presented to the Board and attached hereto are adopted and approved as the conflict of interest policy of the Corporation until amended or repealed.

REQUIRED FILINGS

RESOLVED, that each of the officers of the Corporation is authorized and directed to make such filings and applications, to fulfill such legal requirements as are applicable to the Corporation or its business or to complete the organization of the Corporation and to file tax exemption applications with the State of Washington.

GENERAL AUTHORIZING RESOLUTION

RESOLVED, that the officers of the Corporation, and each of them, are hereby authorized and empowered, for and on behalf of the Corporation, to execute and deliver any and all documents, instruments and agreements, and to perform or cause to be performed any and all acts as may, in their judgment, be necessary or desirable to accomplish the purposes of the foregoing resolutions and the transactions contemplated thereby and by the agreements therein approved,

and any such documents, instrument or agreements so executed and delivered or actions taken by them or any of them shall be conclusive evidence of their authority in so doing.

ADOPTED by the Board of Directors of Green Dot Public Schools Washington State during a regular meeting duly held on June 12, 2014, at which a quorum was present.

AYES:	<u>3</u>
NOES:	<u>0</u>
ABSENT:	<u>1</u>
ABSTAIN:	<u>0</u>

CERTIFIED AS A TRUE AND CORRECT COPY:

CERTIFIED: 
Board Chairperson

Date: 6/14/14

ATTEST: _____
Board Secretary

Date: _____

and any such documents, instrument or agreements so executed and delivered or actions taken by them or any of them shall be conclusive evidence of their authority in so doing.


ADOPTED by the Board of Directors of Green Dot Public Schools Washington State during a regular meeting duly held on June 12, 2014, at which a quorum was present.

AYES:	<u>3</u>
NOES:	<u>0</u>
ABSENT:	<u>1</u>
ABSTAIN:	<u>0</u>

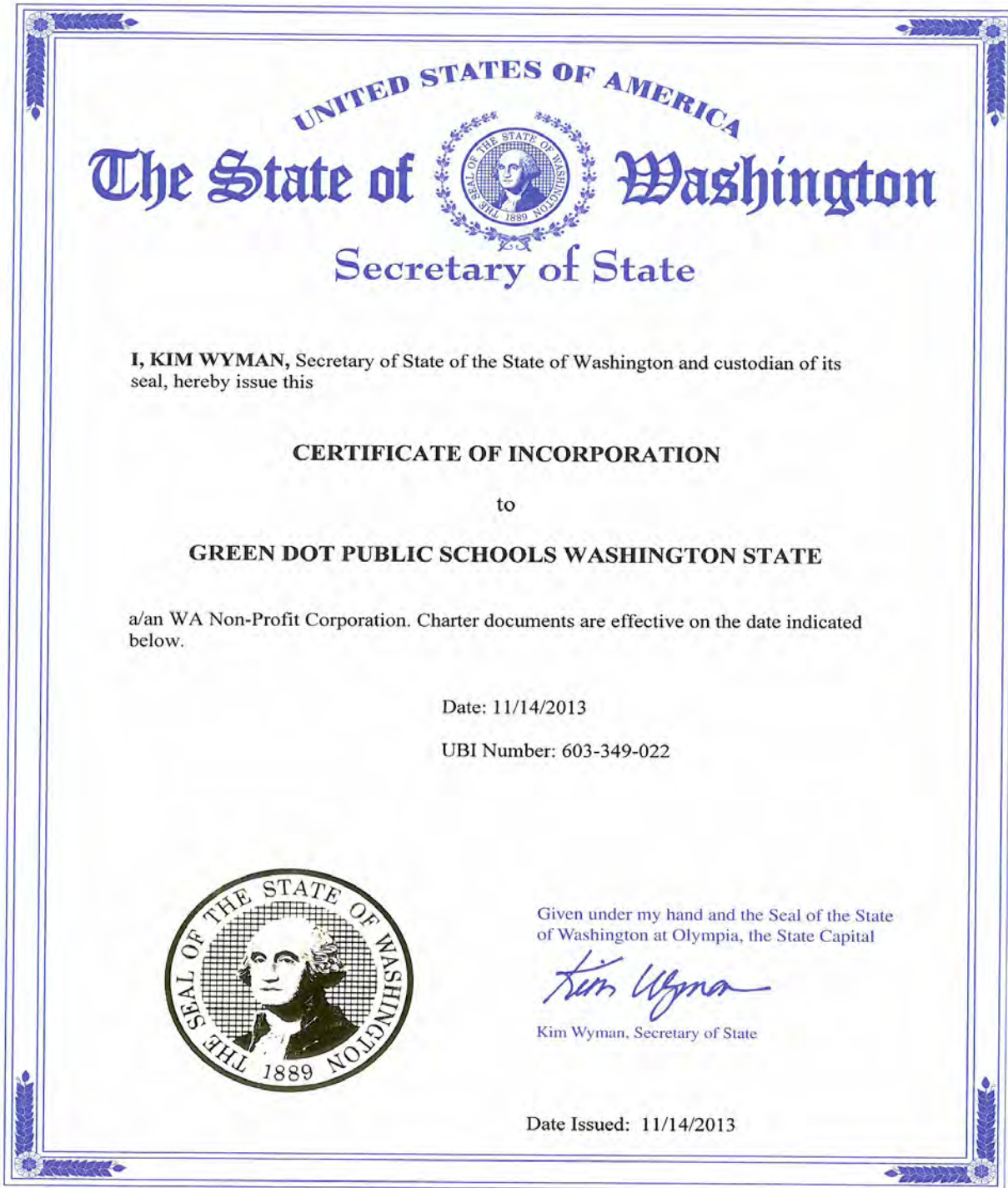
CERTIFIED AS A TRUE AND CORRECT COPY:

CERTIFIED: _____
Board Chairperson

Date: _____

ATTEST: 
Board Secretary

Date: 6/12/2014



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FILED
NOV 14 2013
WA SECRETARY OF STATE

**ARTICLES OF INCORPORATION
OF
GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**

The undersigned, in order to form a nonprofit corporation under the Washington Nonprofit Corporation Act, Chapter 24.03 of the Revised Code of Washington, hereby executes the following Articles of Incorporation:

ARTICLE 1. NAME

The name of the corporation is Green Dot Public Schools Washington State.

ARTICLE 2. DURATION

The duration of the corporation shall be perpetual.

ARTICLE 3. PURPOSES AND POWERS

3.1 Purposes

3.1.1 The corporation is organized exclusively for charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "*Code*"), including, more specifically to promote the advancement of education and to lessen the burdens of government by managing the development and operation of one or more public charter schools in Washington.

3.1.2 To do any and all lawful activities which may be necessary, useful or desirable for furtherance, accomplishment, fostering or attainment of the foregoing purposes, either directly or indirectly and either alone or in conjunction or cooperation with others, whether such others be persons organizations of any kind or nature, such as corporations, firms, associations, trusts, institutions, foundations, or governmental bureaus, department or agencies.

3.2 Powers

3.2.1 In general, and subject to such limitations and conditions as are or may be prescribed by law, or in the corporation's Articles of Incorporation or Bylaws, the corporation shall have all powers which now or hereafter are conferred by law upon a corporation organized for the purpose set forth above, or are necessary or

incidental to the powers so conferred, or are conducive to the attainment of the corporation's purpose.

3.3 Limitations

3.3.1 Nonprofit Status

The corporation shall not have or issue shares of stock. The corporation is not organized for profit, and no part of its net earnings shall inure to the benefit of any Director or officer of the corporation, or any private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation to its Directors or officers for services rendered, and to make payments and distributions in furtherance of the purposes of the corporation and subject to the limitations of Sections 3.3.2 and 3.3.3 of these Articles of Incorporation.

3.3.2 Distributions; Dissolution

No Director or officer of the corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets upon dissolution of the corporation or the winding up of its affairs. Upon such dissolution or winding up, after paying or making adequate provision for the payment of all the liabilities of the corporation, the remaining assets shall be distributed as follows: (1) return the public school funds of the charter school that have been provided pursuant to RCW 28A.710.220 to the state or local account from which the public funds originated; and (2) any remaining assets of the corporation shall be distributed by the Directors of the corporation (the "*Board of Directors*"), for a purpose or purposes similar to those set forth in Section 3.1 of these Articles of Incorporation, to any other organization that then qualifies for exemption under the provisions of Code Section 501(c)(3). Any such assets not so disposed of shall be disposed of by the Superior Court of King County, Washington, exclusively for a Code Section 501(c)(3) purpose or purposes similar to those set forth in Section 3.1 of these Articles of Incorporation, or to such organization or organizations, as said court shall determine, that are organized and operated for similar Code Section 501(c)(3) purposes.

3.3.3 Prohibited Activity

(a) No substantial part of the activities of the corporation shall be devoted to attempting to influence legislation by propaganda or otherwise, except to the extent that an organization exempt from federal income tax under Section 501(c)(3) of the Code can engage in such activities without incurring any penalties, excise taxes or losing its status as an organization exempt from federal income tax under Section 501(c)(3) of the Code. The corporation shall not, directly or indirectly, participate in or intervene in (including by the publication or distribution of statements) any political campaign on

behalf of or in opposition to any candidate for public office. The corporation shall not have objectives or engage in activities that characterize it as an "action" organization within the meaning of the Code.

(b) Notwithstanding any other provisions of these Articles of Incorporation, the corporation shall not conduct or carry on activities not permitted to be conducted or carried on by an organization exempt from federal income tax under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

(c) The corporation is prohibited from engaging in any excess benefit transaction as defined in Section 4958(c) of the Code.

(d) The corporation is prohibited from engaging in any act of self-dealing as defined in Section 4941(d) of the Code, from retaining any excess business holding as defined in Section 4943(c) of the Code that would subject the corporation to tax under Section 4943 of the Code, from making any investments that would subject the corporation to tax under Section 4944 of the Code, and from making any taxable expenditure as defined in Section 4945(d) of the Code. If Section 4942 of the Code is deemed applicable to the corporation, it shall make distributions at such time and in such manner that it is not subject to tax under Section 4942 of the Code.

3.4 Powers

In general, and subject to such limitations and conditions as are or may be prescribed by law, by these Articles of Incorporation, or by the Bylaws of the corporation, the corporation shall have the authority to (a) engage in any and all such activities as are incidental or conducive to the attainment of the purposes of the corporation set forth in *Section 3.1 of these Articles of Incorporation* and (b) exercise any and all powers authorized or permitted under any laws that are now, or hereafter may be, applicable or available to the corporation.

ARTICLE 4. DIRECTORS

4.1 Number

The number of Directors of the corporation shall be determined in the manner provided by the Bylaws of the corporation and may be increased or decreased from time to time in the manner provided therein.

4.2 Initial Directors

The number of Directors constituting the initial Board of Directors shall be two (2). The names and addresses of the persons who are to serve as the initial Directors are as follows:

Kimberly L. Mitchell	Andrew M. Buhayar
Address:	Address: 1504 19 th Ave.
6114 Ravenna Ave. NE	Unit A
Seattle, WA 98115	Seattle, WA 98122

ARTICLE 5. NO MEMBERS

The corporation shall have no members.

ARTICLE 6. LIMITATION OF DIRECTOR LIABILITY

To the full extent that the Washington Nonprofit Corporation Act (as it exists on the date hereof or as it may hereafter be amended) permits the limitation or elimination of the liability of Directors, a Director of the corporation shall not be liable to the corporation or its members, if any, for monetary damages for conduct as a Director. Any amendments to or repeal of this Article 6 shall not adversely affect any right or protection of a Director of the corporation for or with respect to any acts or omissions of such Director occurring prior to such amendment or repeal. If the Washington Nonprofit Corporation Act is amended in the future to authorize corporate action further eliminating or limiting personal liability of directors, then the liability of a director for the corporation shall be eliminated or limited to the full extent permitted by the Washington Nonprofit Corporation Act, as so amended, without any requirement of further action by the corporation.

ARTICLE 7. INDEMNIFICATION

7.1 Right to Indemnification

The corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "*Proceeding*"), by reason of the fact that such person, or a person for whom such person is the legal representative, is or was a Director or officer of the corporation or, while a Director or officer of the corporation, is or was serving at the request of the corporation as a Director, officer, partner, trustee, employee or agent of another corporation, or of a foundation,

partnership, joint venture, limited liability company, trust, enterprise or other nonprofit entity, including service with respect to employee benefit plans (each such other entity, "*Another Enterprise*") (such person, an "*Indemnified Person*"), against all liability and loss suffered and expenses (including attorneys' fees) actually and reasonably incurred by such Indemnified Person in connection with such Proceeding. Notwithstanding the preceding sentence, except as otherwise provided in Section 7.4 of this Article 7, the corporation shall be required to indemnify an Indemnified Person in connection with a Proceeding (or part of such Proceeding) commenced by such Indemnified Person only if the commencement of such Proceeding (or part of such Proceeding) by the Indemnified Person was authorized in advance by the Board of Directors.

7.2 Restrictions on Indemnification

The corporation may not indemnify any Indemnified Person for: (a) acts or omissions of the Indemnified Person finally adjudged to be intentional misconduct or a knowing violation of law; (b) conduct of the Indemnified Person finally adjudged to be in violation of violation of Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.310 of the Washington Business Corporation Act; or (c) any transaction with respect to which it was finally adjudged that such Indemnified Person personally received a benefit in money, property or services to which the Indemnified Person was not legally entitled or if the corporation is otherwise prohibited by applicable law from paying such indemnification; provided, however, that if Section 23B.08.560 or any successor provision of the Washington Business Corporation Act is hereafter amended, the restrictions on indemnification set forth in this Section 7.2 shall be as set forth in such amended statutory provision.

7.3 Expenses Payable in Advance

The corporation shall pay the reasonable expenses (including attorneys' fees) incurred by an Indemnified Person in defending any Proceeding in advance of such Proceeding's final disposition (such expenses, "*Advanced Expenses*"), provided, however, that, to the extent required by law, such payment of Advanced Expenses in advance of the final disposition of the Proceeding shall be made only upon receipt of an undertaking by the Indemnified Person to repay all Advanced Expenses if it should be ultimately determined that the Indemnified Person is not entitled to be indemnified under this Article 7 or otherwise. Notwithstanding any of the foregoing in this Section 7.3, the corporation shall not be required to pay any Advanced Expenses to a person against whom the corporation directly brings a claim alleging that the corporation is not required to indemnify such person under Section 7.2 of this Article 7.

7.4 Written Statement Required and Right of Indemnified Person to Bring Suit

An Indemnified Person seeking indemnification pursuant to Section 7.1 or Advanced Expenses pursuant to Section 7.3 must first submit to the Board a sworn statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a "*Claim*"). If (a) a Claim pursuant to Section 7.1 above is not paid in full by the corporation within 60 days after such Claim has been received by the corporation, or (b) a Claim pursuant to Section 7.3 above is not paid in full by the corporation within 30 days after such Claim has been received by the corporation, then the Indemnified Person may at any time after the expiration of the applicable period bring suit against the corporation to recover the unpaid amount of such Claim. If an Indemnified Person succeeds in whole or in part in any such suit or in a suit brought by the corporation to recover Advanced Expenses pursuant to the terms of an undertaking, then such Indemnified Person is also entitled to receive reimbursement from the corporation for the expense of prosecuting or defending such suit. The Indemnified Person shall be presumed to be entitled to indemnification under this Article 7 upon submission of a Claim (and, in an action brought to enforce a Claim for Advanced Expenses, where the required undertaking has been delivered to the corporation), and, thereafter, the corporation shall have the burden of proof to overcome the presumption that the Indemnified Person is so entitled.

7.5 Procedures Exclusive

Pursuant to Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.560(2) or any successor provision of the Washington Business Corporation Act, the procedures for indemnification and Advanced Expenses set forth in this Article 7 are in lieu of the procedures required by Section 23B.08.550 or any successor provision of the Washington Business Corporation Act.

7.6 Nonexclusivity of Rights

The right to indemnification and Advanced Expenses conferred by this Article 7 shall not be exclusive of any other right that any person may have or hereafter acquire under (a) any statute, (b) provision of these Articles of Incorporation, (c) the Bylaws of the corporation, (d) by general or specific action of the Board of Directors, (e) by contract or (f) otherwise.

7.7 Insurance, Contracts and Funding

The corporation may maintain insurance, at its expense, to protect itself and any Director, officer, partner, trustee, employee or agent of the corporation or Another Enterprise against any expense, liability or loss, whether or not the corporation would

have the power to indemnify such person against such expense, liability or loss under the Washington Business Corporation Act. The corporation may enter into contracts with any Director, officer, partner, trustee, employee or agent of the corporation in furtherance of the provisions of this Article 7 and may create a trust fund, grant a security interest or use other means (including, without limitation, a letter of credit) to ensure the payment of such amounts as may be necessary to effect indemnification and Advanced Expenses as provided in this Article 7.

7.8 Indemnification of Employees and Agents of the Corporation

The corporation may, by action of the Board of Directors, grant rights to indemnification and advancement of expenses to employees and agents or any class or group of employees and agents of the corporation (a) with the same scope and effect as the provisions of this Article 7 with respect to the indemnification and Advanced Expenses of Directors and officers of the corporation, (b) pursuant to rights granted under, or provided by, the Washington Business Corporation Act, or (c) as are otherwise consistent with law.

7.9 Persons Serving Other Entities

Any person who, while a Director or officer of the corporation, is or was serving (a) as a Director or officer of another foreign or domestic corporation of which a majority of the shares entitled to vote in the election of its Directors is held by the corporation or (b) as a partner, trustee or otherwise in an executive or management capacity in a partnership, joint venture, trust or other enterprise of which the corporation or a wholly owned subsidiary of the corporation is a general partner or has a majority ownership shall be deemed to be (i) so serving at the request of the corporation and (ii) entitled to indemnification and Advanced Expenses under this Section 7.

ARTICLE 8. REGISTERED OFFICE AND REGISTERED AGENT

The address of the initial registered office of the corporation is 2560 5th Ave. W., Seattle, WA 98119, and the name of its initial registered agent at such address is Langfeldt Law, PLLC.

ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION

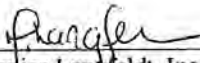
The corporation reserves the right to amend or repeal any of the provisions contained in these Articles of Incorporation in any manner now or hereafter permitted by law.

ARTICLE 10. INCORPORATOR

The name and address of the incorporator of the corporation are as follows:

Monica Langfeldt
Langfeldt Law, PLLC
2560 5th Ave. W
Seattle, WA 98119

DATED: November 14, 2013



Monica Langfeldt, Incorporator

CONSENT TO APPOINTMENT AS REGISTERED AGENT

I, Langfeldt Law, PLLC, hereby consent to serve as registered agent in the State of Washington for the following corporation: Green Dot Public Schools Washington State. I understand that as agent for the corporation, it will be my responsibility to accept Service of Process in the name of the corporation, to forward all mail and license renewals to the appropriate officer(s) of the corporation, and to immediately notify the Office of the Secretary of State of my resignation or of any changes in the address of the registered office of the corporation for which I am agent.

Dated: November 14, 2013.

Heica Langfeldt, Member
(Signature)

Langfeldt Law, PLLC
(Type or print name of agent)

2560 5th Ave W
(Street address of registered office)

Seattle, WA 98119
(City, state and zip code)



James M. Dolliver Building
 801 Capitol Way South • PO Box 40234
 Olympia, WA 98504-0234
 Tel: 360.725.0377
www.sos.wa.gov/corps

Congratulations:

You have completed the initial filing to create a new business entity. **The next step in opening your new business is to complete a Business License Application.** You may have completed this step already. The Business License Application can be completed online or downloaded at: <http://www.bls.dor.wa.gov>.

If you have any questions about the Business License Application, or would like a Business License Application package mailed to you, please call Business License Services at 1-800-451-7985.

LANGFELDT LAW PLLC
 2560 5TH AVE W
 SEATTLE, WA 98119

IMPORTANT

You have completed the initial filing to create a new entity. To keep your filing status active and avoid administrative dissolution, you must:

1. **File an Annual Report** and pay the annual license fee each year before the anniversary of the filing date for the entity. A notice to file your annual report will be sent to your registered agent. It is the corporation or LLC's responsibility to file the report even if no notice is received.
2. **Maintain a Registered Agent** and registered office in this state. You must notify the Corporations Division if there are any changes in your registered agent, agent's address, or registered office address. Failure to notify the Corporations Division of changes will result in misrouted mail, and possibly administrative dissolution.

If you have questions about report and registered agent requirements, please contact the Corporations Division at 360-725-0377 or visit our website at: <http://www.sos.wa.gov/corps>.

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

DEPARTMENT OF THE TREASURY

Date: JUN 30 2014

GREEN DOT PUBLIC SCHOOLS WASHINGTON
STATE
C/O LANGFELDT LAW PLLC
2650 5TH AVE W
SEATTLE, WA 98119

Employer Identification Number:
46-4128856
DLN:
17053326401013
Contact Person: ID# 31954
CUSTOMER SERVICE
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
November 14, 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.


Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947

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GREEN DOT PUBLIC SCHOOLS WASHINGTON

Sincerely,



Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 907

Attachment 3: Board Roster and Disclosures

Board Roster						
Board Position	Full Name	Address	Phone	Email	Term Start	Term End
Co-Chair & Secretary	Andrew Buhayar	1504 19 th Ave, Unit A Seattle, WA 98122	773-398-0497	abuhayar@gmail.com	11/17/2014	12/31/17
Secretary	Melannie Denise Cunningham	9041 Edgewater DR SW Lakewood, WA 98499	253-682-9264	cunninmd@plu.edu	3/13/15	3/13/16
Board Member	Joe Hailey	9230 2 nd Ave SW Apt 625C Seattle, WA 98106	206.461-8454	JHailey@uwkc.org	6/3/15	12/31/16
Co-Chair	Marguerite Kondracke	6234 Eagle Harbor Drive NE, Bainbridge Island, WA 98110	202-285-1405	Mwk56@outlook.com	11/17/2014	12/31/16
Board Member	Victoria Woodards	747 Market Street, Room 1200 Tacoma, WA 98402	253-591-5470	Victoria.woodards@cityoftacoma.org	2/5/15	2/5/16
Board Member	Kelly Haughton	1228 38 th Ave Ct. NW Gig Harbor, WA 98335	253-313-1375	Kelly.haughton@gmail.com	5/25/16	12/13/17

**Charter Public School
Board Member Disclosure Form**

Note: The purpose of this document is to provide disclosure. The Charter Public School (“the School”) Board operates according to its own bylaws and applicable law in regard to conflicts of interest. This form is a public document and will be available at the School for inspection by other board members, the staff, or the community. In addition, a copy of the form will be sent to the Commission.

Background

1. Full legal name:
2. I affirm that I am at least 18 years of age by the date of appointment to the Charter Public School Board.
 - Yes, I affirm.
3. Indicate whether you have ever been convicted or pled “no contest” of one or more of the following:
 - a. a misdemeanor related to honesty or trustworthiness, or
 - b. a felony.
 - Does not apply to me.
 - Yes

If the answer to this question is yes, please provide details of the offense, the date, disposition, etc., in the space below.

4. Indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or Commission attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 - Does not apply to me.
 - Yes

Board Member Disclosure Form (continued)

Conflicts

1. Indicate whether you, your spouse, or anyone in your immediate family meets either of the following conditions:

- is doing or plans to do business with the School (whether as an individual or as a director, officer, employee or agent of any entity).
- any entity in which one of the above-identified individuals has an interest is doing business or plans to do business with the School.

If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the School.

- I/we do not know of any such persons.
 - Yes
-
-

2. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the School or a contractor who is conducting business with the School. If so, please indicate the precise nature of the business that is being or will be conducted.

- I/we do not anticipate conducting any such business.
- Yes

Indicate any potential ethical or legal conflicts of interest that would (or are likely to) exist for you as a member of the School Board or another School or non-profit board. [Note that being a parent of a School student, serving on another Contract School's board or being employed by the School are conflicts for certain issues that should be disclosed.]

- None
 - Yes. If yes, please provide additional information.
-
-

Disclosures for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or any immediate family member knows (i.e., beyond a casual or professional acquaintance) any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship.

- I/we do not know of any such persons.
 - Yes
-
-

Conflicts for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse or other immediate family members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interested indicated, please provide a detailed description.

- I/we have no such interest.
 - Yes
-
-

2. Indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

- I/we do not anticipate conducting any such business.
 - Yes
-
-

Other

I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, _____, certify to the best of my knowledge and ability that the information I am providing to the Washington Charter School Commission in regard to my application to serve as a member of the board of directors of the XX Charter Public School is true and correct in every respect.

Signature

Date

Attachment 4: Educational Program Terms and Design Elements

School Name:	Green Dot Seattle
Mission:	As with all Green Dot schools, the mission of the School is to prepare students for high school, college, leadership and life by providing a small, college-preparatory program where all stakeholders actively engage in the education process.
Vision:	
Objectives:	<ul style="list-style-type: none"> • To provide a high-quality college preparatory education that prepares Washington students for success in college, leadership and life. • To provide effective and efficient operations and financial management in support of the school. • To provide transparent and quality governance for students and families.
Goals:	Success for Green Dot Public Schools Washington State (“Green Dot Washington State”) will be measured across multiple facets of the model. First and foremost, Green Dot seeks academic growth for our students. In addition, we would look at measures of culture, including stakeholder feedback from teachers, students, families and staff. We will look at cultural data, including violations of the code of conduct, attendance rates and tardies. Lastly, we will take into account professional growth for teachers. Success requires a highly effective teacher in every classroom and Green Dot will support, grow and develop teachers to meet this standard. Green Dot will set rigorous performance targets for Green Dot Charter Middle School and support the school in achieving these ambitious goals.
Education Program Term #1:	Teaching and Instruction: Students will experience effective teaching aligned to our teaching framework and multiple assessments to measure growth and inform instruction.
Education Program Term #2:	College-going Culture: Students will experience college-going culture by participating in academic counseling, accessing college tours, and taking college preparatory core content.
Education Program Term #3:	Eliminating Barriers to Learning: Students will access the academic intervention, counseling and clinical services as necessary to break down the barriers to learning.
Education Program Term #4:	Promoting Leadership and Life Skills: Students will learn a broad set of tools to prepare them for college and beyond through student leadership opportunities, partnerships with community programs, and attending an Advisory program that will build students’ academic behaviors and college awareness.
Education Program Term #5:	
Geographic Area Served:	South Seattle
Location:	
Grades Served 2016-2017:	6 th

Grades Served at Capacity:	6 th through 12 th
Projected Enrollment 2015-2016:	170
Projected Enrollment at Capacity:	1190
Virtual Program or Online Provider:	N/A
Educational Service Provider:	N/A

Note: The Education Terms are different from *school-specific measures* that you may develop as a part of your Academic Performance Framework because they focus on *process* rather than student *outcomes*. In other words, the school-specific academic performance measures focus on what students will *achieve*. By contrast, the Education Terms should capture the essentials of what students will *experience*.

Attachment 5: Conflict of Interest Policy

CONFLICTS OF INTEREST POLICY

GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE

Article I Purpose

The purpose of the conflict of interest policy is to protect Green Dot Public Schools Washington State's ("GDPSWA") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the GDPSWA or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person. If a person is an interested person with respect to any entity in which the organization is a part, he or she is an interested person with respect to all entities.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the GDPSWA has a transaction or arrangement,
- b. A compensation arrangement with the GDPSWA or with any entity or individual with which the GDPSWA has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the GDPSWA is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether GDPSWA can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in GDPSWA's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee

determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from GDPSWA for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from GDPSWA for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from GDPSWA, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and

- d. Understands that GDPSWA is non-profit and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

To ensure that GDPSWA operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to GDPSWA's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, GDPSWA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Attachment 6: Education Service Provider (ESP) Contract Guidelines

1. The maximum term of an ESP agreement must not exceed the term of the Contract. After the second year that the ESP agreement has been in effect, the school must have the option of terminating the contract without cause or a financial penalty.
2. ESP agreements must be negotiated at 'arms-length.' The Contract school's board and ESP must have independent legal counsel to represent their interests in reaching a mutually acceptable management agreement.
3. No provision of the ESP agreement shall interfere with the Contract school board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Contract school. No provision of the ESP agreement shall prohibit the Contract school board from acting as an independent, self-governing public body, or allow decisions to be made other than in compliance with the Washington Sunshine Law.
4. An ESP agreement shall not restrict the Contract school board from waiving its governmental immunity or require a Contract school board to assert, waive or not waive its governmental immunity.
5. No provision of an ESP agreement shall alter the Contract school board's treasurer's legal obligation to direct that the deposit of all funds received by the Contract school be placed in the Contract school's account.
6. ESP agreements must contain at least one of the following methods for paying fees or expenses: 1) the Contract school board may pay or reimburse the ESP for approved fees or expenses upon properly presented documentation and approval by the Contract board; or 2) the Contract board may advance funds to the ESP for the fees or expenses associated with the Contract school's 1.operation provided that documentation for the fees and expenses are provided for Contract school board ratification.
7. ESP agreements shall provide that the financial, educational and student records pertaining to the Contract school are Contract school property and that such records are subject to the provisions of the Washington Open Records Act. All Contract school records shall be physically or electronically available, upon request, at the Contract school's physical facilities. Except as permitted under the Contract and applicable law, no ESP agreement shall restrict the Commission's access to the Contract school's records.
8. ESP agreements must contain a provision that all finance and other records of the ESP related to the Contract school will be made available to the Contract school's independent auditor.
9. The ESP agreement must not permit the ESP to select and retain the independent auditor for the Contract school.
10. If an ESP purchases equipment, materials and supplies on behalf of or as the agent of the Contract school, the ESP agreement shall provide that such equipment, materials and supplies shall be and remain the property of the Contract school.

11. ESP agreements shall contain a provision that if the ESP procures equipment, materials and supplies at the request of or on behalf of the Contract school, the ESP shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties.

12. ESP agreements must contain a provision that clearly allocates the respective proprietary rights of the Contract school board and the ESP to curriculum or educational materials. At a minimum, ESP agreements shall provide that the Contract school owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the Contract school; or (ii) were developed by the ESP at the direction of the Contract school governing board with Contract school funds dedicated for the specific purpose of developing such curriculum or materials. ESP agreements may also include a provision that restricts the Contract school's proprietary rights over curriculum or educational materials that are developed by the ESP from funds from the Contract school or that are not otherwise dedicated for the specific purpose of developing Contract school curriculum or educational materials. All ESP agreements shall recognize that the ESP's educational materials and teaching techniques used by the Contract school are subject to state disclosure laws and the Open Records Act.

13. ESP agreements involving employees must be clear about which persons or positions are employees of the ESP, and which persons or positions are employees of the Contract school. If the ESP leases employees to the Contract school, the ESP agreement must provide that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the Contract school or working on Contract school operations. If the Contract school is staffed through an employee leasing agreement, legal confirmation must be provided to the Contract school board that the employment structure qualifies as employee leasing.

14. ESP agreements must contain insurance and indemnification provisions outlining the coverage the ESP will obtain. The ESP's insurance is separate from and in addition to the insurance for the Contract school board that is required according to the Contract. Insurance coverage must take into account whether or not staff at the school are employees of the ESP or the school.

15. Marketing and development costs paid by or charged to the Contract school shall be limited to those costs specific to the Contract school program, and shall not include any costs for the marketing and development of the ESP.

16. If the Contract school intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the ESP, then such agreements must be separately documented and not be a part of or incorporated into the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the school.

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Attachment 7: Physical Plant

Pursuant to Applicable Law and the Terms and Conditions of this Contract, the School is authorized to operate at the physical facility or facilities outlined in this schedule. The School shall not occupy or use any facility until approved by the Commission and facility has been approved for occupancy by the appropriate state, county and city departments.

Physical Plan Description

Site Plans

Floor Plans

Lease Agreement

Certificate of Use and Occupancy

Charter School

Physical Plan Description

1. The address and a description of the site and physical plant (the “Site”) of XX charter school (the “School”) is as follows:

Address:

Description:

Configuration of Grade Levels:

Term of Use: Term of Contract

2. The following information about this site is provided on the following pages, or must be provided to the satisfaction of the Commission or its designee, before the School may operate as a public school in Washington State.
 - a. Narrative description of physical plant
 - b. Size of building
 - c. Scaled floor plan
 - d. Copy of executed lease or purchase agreement
3. In addition, the School and the Commission or its designee hereby acknowledge and agree that the School shall not conduct classes or operate as a charter public school in this state until it has obtained the necessary fire, health and safety approvals for the above described facilities. These approvals must be provided by the School to the Commission’s Executive Director in advance of any such occupancy and must be acceptable to the Commission or its designee, in his/her sole discretion, prior to the School operating as a charter public school.
4. If the Site described above is not used as the physical plant for the School, this Attachment of this contract between the School and the Commission must be amended pursuant to the Terms and Conditions of Contract, to designate, describe, and agree upon the School’s physical plant. The School must submit to the Commission or its designee complete information about the new site or facilities. This information includes that described in paragraphs 1, 2 and 3 of this Attachment. The School shall not conduct classes as a charter public school in this state until it has submitted all the information described above to the satisfaction of the Commission by way of a request to amend this Contract and the amendment regarding the new site has been executed by the Commission or its designee.
5. The School agrees to comply with the single site restrictions contained in this Attachment for the configuration of grade levels identified at the Site, except as may be permitted with the express

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permission of the Commission or its designee. Any changes in the configuration of grade levels at the Site requires an amendment to this Attachment pursuant to the Terms and Conditions of the Contract set forth above.

Attachment 8: Statement of Assurances

STATEMENT OF ASSURANCES

This Statement of Assurances must be signed by a duly authorized representative of the charter school.

As the duly authorized representative of the charter public school (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of: Green Dot Seattle are accurate and true to the best of my knowledge and belief; and further, I certify and assure that:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
2. The School is either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
 - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
 - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
 - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
 - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
 - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLB provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;

- f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
 - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and
 - h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).
 - i. McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq.
4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;
 5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school;
 6. To the extent it enters into contracts with any school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;
 7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations;
 8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;
 9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220;
 10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;
 11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;
 12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations

and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;

13. The School shall issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;

14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain;

15. The School shall operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;

16. The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts, including but not limited to chapter 28A.642 RCW (discrimination prohibition), chapter 28A.640 RCW (sexual equality), RCW 28A.605.030 (student education records, RCW 28A.320.125 (safe school plans), and chapter 28A.210 RCW (health and screening requirements);

17. The School shall provide basic education, as provided in RCW 28A.150.210, including instruction in the essential academic learning requirements and shall participate in the statewide student assessment system as developed under RCW 28A.655.070 and in accordance with the requirements of chapter 28A.710 RCW;

18. The School shall employ certificated instructional staff as required in RCW 28A.410.025, provided that the Schools may hire non-certificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203 (7);

19. The School shall comply with the employee record check requirements in RCW 28A.400.303;

20. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;

21. The School shall comply with the annual performance report under RCW 28A.655.110;

22. The School shall be subject to the performance improvement goals adopted by the state board of education under RCW 28A.305.130;

23. The School shall comply with the open public meetings act in chapter 42.30 RCW and public records requirements in chapter 42.56 RCW;

24. The School shall be subject to and comply with all legislation governing the operation and management of charter schools;

25. The School shall comply with all state statutes and rules made applicable to the charter school in the school's charter contract;
26. The School shall not engage in any sectarian practices in its education program, admissions or employment policies, or operations;
27. The School shall be subject to the supervision of the superintendent of public instruction and the state board of education, including accountability measures, to the same extent as other public schools, except as otherwise expressly provided by law;
28. The School shall not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases and shall be open to any student regardless of his or her location of residence;
29. The School shall not charge tuition, but may charge fees for participation in optional extracurricular events and activities in the same manner and to the same extent as do other public schools;
30. If capacity is insufficient to enroll all students who apply to the charter school, the School must select students through a lottery to ensure fairness, however, the School must give an enrollment preference to siblings of already enrolled students;
31. The School's Board shall annually determine the capacity of the School in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the capacity of its facility;
32. The School shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to its facilities and property;
33. The School has disclosed any real, potential or perceived conflicts of interest that could impact the approval or operation of the School;
34. The School shall meet any reasonable preopening and/or reopening requirements or conditions imposed by the Commission, including but not limited to requirements or conditions to monitor the start-up progress of the School and to ensure that the School is prepared to open smoothly on the date agreed, and to ensure that the School meets all building, health, safety, insurance, and other legal requirements for school opening;
35. The School shall comply with, and fully participate in, any activity by the Commission that the Commission deems necessary for it to monitor, engage in oversight, and/or engage in corrective action pursuant to RCW 28A.710.180;
36. The School shall comply with any corrective actions or sanctions imposed upon it by the

Commission pursuant to Chapter 28A.710 RCW;

37. The School shall comply with all renewal and nonrenewal actions required of it by the Commission or by law, including but not limited to the requirements imposed by RCW 28A.710.190 and .200;

38. The School shall comply with any nonrenewal of termination actions imposed by the Commission pursuant to Chapter 28A.710 RCW and duly adopted rules of the Commission;

39. The School shall report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools;

40. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;

41. The School shall, at all times, maintain all necessary and appropriate insurance coverage;

42. The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;

43. The School has not been assisted by any current or former employee of the state of Washington whose duties relate or did relate to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, the School has described them in full detail on a separate page attached to this document.

44. The School will notify families of current and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations through web site postings and written notice with signed acknowledgement of receipt.

45. Board members will complete the financial affairs statement disclosures as required by law and address any conflicts identified by such disclosure.

46. All of the information submitted in the Application is true, correct, complete, and in compliance with Chapter 28A.710 RCW as well as Chapters 108-10 and 108-20 WAC.

47. All of the information contained in the Application reflects the original work of the applicant; no portion of the application was copied or plagiarized.

48. These assurances are made by the Board through its duly authorized representative. The Board has reviewed and discussed these assurances and passed a motion affirming current and future compliance with these assurances.

Updated: May 25, 2016

Green Dot Seattle

NAME OF SCHOOL



SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

June 1, 2016

DATE

Andrew Buhayar

NAME OF DULY AUTHORIZED REPRESENTATIVE

Attachment 9: Identification of Documentation Required for Annual Performance Report

The Commission will require submission of, or access to materials or data from the school for oversight and accountability of the school.

Pursuant to RCW 28A.710.040(2)(f), the school shall publish annually for delivery to the Commission and each parent with children enrolled in the school a school performance report in model form under RCW 28A.655.110. The school performance report shall include, but is not limited to:

- A brief statement of the mission of the school and the school district;
- Enrollment statistics including student demographics;
- Expenditures per pupil for the school year;
- A summary of student scores on all mandated tests and interim assessment measures;
- A concise annual budget report;
- Student attendance, graduation, and dropout rates;
- Information regarding the use and condition of the school building or buildings;
- A brief description of the learning improvement plans for the school;
- A summary of the feedback from parents and community members obtained under RCW [28A.655.115](#); and an invitation to all parents and citizens to participate in school activities.

Performance Review and Ongoing Oversight

The school must also provide any documents, data or information that the Commission deems necessary for ongoing oversight, accountability, and compliance monitoring.

Attachment 10: Enrollment Policy

Enrollment Policy

Nondiscrimination Statement

Green Dot Public Schools Washington State (GDPSWS) does not discriminate in any programs or activities, including enrollment, on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

Enrollment Process

Admissions for Independent Charters

GDPSWS operates independent charter schools in Washington State.

An “Independent Charter School”, as defined by this policy, is one that operates independently of the school district in almost all respects and has the greatest degree of flexibility to design and implement the goals and procedures described in their charter petition.

Independent charters are open to all students. Students must fill out a lottery form and meet all deadlines for the application process. If the number of completed lottery forms exceeds the grade-level capacity, a random, public lottery will determine enrollment.

Lottery Forms

All students, including siblings, need to turn their lottery form in prior to the lottery deadline to be eligible for enrollment. Existing students will be exempt from the public random lottery. Preference will be provided to students with siblings currently attending a GDPSWS school.

Lottery forms received after the lottery deadline will **be** placed on the waitlist in the order they were received.

Sibling Preference

Sibling Preference is defined as:

- Siblings of a currently enrolled student at any grade level are eligible to receive admissions preference to the same GDPSWS
- Siblings must share at least one biological parent or legal guardian.

Recommended Lottery Process

At the lottery, a presentation will be made in English, with translation services made available in other languages as needed, to all interested parties about the lottery process and rules. The school may choose to conduct the lottery using an automated online system to ensure that the process is fair and equitable for all participants. If the school uses a manual system, it will follow these procedures:

- Each applicant’s name and birthdate will be put on a card. Each card will be identical in size, shape and weight.

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- The cards will be put into a container or lottery device that will mix them.
- The cards will be drawn from the container randomly.
- Two separate observers will collect lottery cards and enter the results into an electronic database. The database will be double checked to the physical cards to ensure accuracy.

In both the automated online and manual lotteries, applicants will be admitted to the school in the order they are drawn, up to the grade level capacity.

- The school reserves the right to select more than the applicable 6th grade or 9th grade capacity for admission to ensure the school's overall enrollment is stable as long as the increase would not require a material revision to the charter (more than 20% or 100 students, whichever is less, above the enrollment capacity).
- Should the Principal elect to enroll more students than the grade level capacity, an announcement will be made at the lottery and additional students will be enrolled based on the lottery and the methods described.
- All lottery cards and databases will be kept on file by the school or GDPSWS.
- Results will be mailed to applicants (notify them of acceptance or waitlist status)
- Follow-up phone calls will also be made.

After the acceptance list is set, a waitlist will be created and maintained. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear. Lottery preferences may no longer be extended to applicants applying post-lottery. Applicants applying after the lottery will be added to the bottom of the waitlist.

If we have not received confirmation within two weeks, the student will be dropped and a student on the waitlist will be offered placement.

Waitlist Management

All students that do not receive a placement during the random, public lottery will be placed on a waitlist to enroll should space become available. Waitlist ranking will be assigned in the order selected. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear. A student is allowed to be on multiple waitlists, and must be offered a placement should space become available, even if the student is enrolled in another GDPSWS school.

If vacancies should arise during the school year, the school will notify parents/guardians of applicants on the waitlist. Typically, multiple phone calls on different days are made, with accompanying documentation made available to the parents/guardians. If parents/guardians of applicants do not respond within ten calendar days, the next applicant's parents/guardians will be contacted and the previously contacted applicant may be removed from the waitlist.

Required Enrollment Documents

GDPSW requests the following document to secure enrollment:

- **Completed New Student Enrollment Packet**
- **Photo ID of Parent/Guardian**
- **Proof of Birth** (*documented by one of the following*):
 - Birth Certificate

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- Passport/Visa
 - Affidavit
- **Immunization Records**
- **Records from Previous School**
- **OSPI Home Language Survey**
- **Individualized Education Plan (IEP) *(If Applicable)***
- **Section 504 Plan *(If Applicable)***

GDPSW may require students or their parents to provide proof of residence within the state of Washington, such as copies of phone and water bills or lease agreements. GDPSWS will not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for GDPSWS services if the student does not have a legal residence. GDPSWS will not inquire into a student's citizenship or immigration status or that of his/her parents or guardians.

Attachment 11: Request for Proposals

**WASHINGTON STATE CHARTER
SCHOOL COMMISSION:
REQUEST FOR PROPOSALS FOR
SCHOOLS OPENING IN THE
2015-2016 SCHOOL YEAR**

Issue Date: April 15, 2014

Due Date: July 15, 2014 5:00PM PDT

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Introduction

The Washington State Charter School Commission (Commission) was created in 2013, after the approval of Initiative 1240, to serve as a statewide charter school authorizer. The nine-member Commission is tasked with running a process to approve new charter schools, and effectively monitoring the schools it authorizes through ongoing oversight. Per the Act, the Commission has established its strategic vision for authorizing to guide its work:

The Washington State Charter School Commission seeks to authorize high quality schools that will significantly improve student outcomes, particularly for at-risk students. The Commission will hold schools accountable for student learning using multiple measures of student achievement.

The Commission seeks to build a diverse portfolio of school delivery models that expands the authority of teachers and school leaders and encourages and accelerates the identification and use of best practices in teaching and learning. It also seeks to develop, test, and document innovative, new ideas that can be replicated in other Washington schools.

The Commission expects schools to have authentic and sustainable connections to the communities they serve. These connections are evidenced by strong commitments from community and business stakeholders, systems for ensuring cultural sensitivity, responsiveness to all students and their families, and effective, engaged governance boards.

The Charter Schools Act requires the Commission to annually issue a Request for Proposals (RFP) to open new charter schools. Through the issuance of this RFP the Commission seeks proposals to open new high-quality charter schools that are aligned with its strategic vision throughout the state of Washington. To that end, the Commission has worked closely with a national third-party, the National Association of Charter School Authorizers (NACSA), to develop a rigorous, thorough, and transparent response and review process.

Eligibility

Only schools that plan to open and serve students in the 2015-2016 school year are eligible to respond to this RFP.

By law, only nonprofit organizations may operate charter schools in the state of Washington. An Applicant must be either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the Internal Revenue Code of 1986 (26 U.S.C. Sec. 501(c)(3)). The nonprofit corporation may not be a sectarian or religious organization and must meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220.

Additionally, contracts for management operation of a charter school may only be with nonprofit organizations. Contracts with education service providers for substantial educational services, management services, or both, must also be with a nonprofit organization.

Proposals will be reviewed for satisfaction of the eligibility requirements (see Completeness Review, below). If these eligibility requirements are not met, the Proposal may be summarily rejected.

Administrative Requirements

Reservation of Rights

The Commission reserves the right to reject any and all proposals for any reason, reissue the RFP, or cancel the RFP, as deemed appropriate by the Commission. Applicants are expected to review this RFP closely; revisions have been made to process and in content.

Proper Communication

Upon release of this RFP, all Applicant communications must be directed to the RFP Coordinator. Unauthorized contact with other state employees or representatives may result in disqualification. All oral communications will be considered unofficial and non-binding. Applicants should rely only on written statements issued by the RFP Coordinator.

Colin Pippin-Timco, RFP Coordinator
Washington Charter School Commission
PO Box 40996
Olympia, WA 98504-0996

Telephone: 360.725.5511
E-mail: Colin.Pippin-Timco@charterschoolwa.gov

Applicant Questions and Complaints

Applicant questions regarding this RFP will be allowed consistent with the *Timeline*. All questions must be submitted in writing (e-mail acceptable) to the RFP Coordinator. Official written Commission responses will be provided for questions received by the deadlines, and will be posted at: <http://www.governor.wa.gov/issues/education/commission/> and <https://wscsc-charterapp.fluidreview.com/res/>.

Applicants submitting questions will not be identified. Verbal responses to questions will be considered unofficial and non-binding. Only written responses posted to the Commission web site listed above will be considered official and binding.

Applicants are encouraged to review the requirements of this RFP carefully, and submit any comments and recommendations to the RFP Coordinator. Where requirements appear to prohibit or restrict an organization's participation, an explanation of the issue with suggested alternative language should be submitted in writing to the RFP Coordinator by the deadline for Applicant Questions and Comments in the *Timeline*.

Applicants are expected to raise any questions, exceptions, or requested additions they have concerning the RFP requirements early in the RFP process. Applicants may submit specific complaints to the RFP Coordinator if the Applicant believes the RFP contains inadequate or improper criteria, or that the proposal evaluation process unnecessarily restricts competition, is flawed or unfair. The complaint must be made in writing to the RFP Coordinator before the due date set forth in the *Timeline*. The Complaint should clearly articulate the basis for the complaint and include a proposed remedy. Complaints already raised may not be raised again during the Protest process described below.

The RFP process will continue while complaints are being reviewed and responses are presented.

Should an Applicant complaint identify a change that would be in the best interest of the State to make, the Commission may modify this RFP accordingly. The modification to the RFP will be in writing and made in the form of an amendment to the RFP.

The Commission's decision on a complaint is final and no further administrative appeal is available.

Delivery of Proposals

The proposal, in its entirety, must be received by Commission no later than 5:00 P.M. PDT on July 15, 2014. All Proposals must be submitted using the Review Room platform, with hard copies mailed to the RFP Coordinator. Submissions are time stamped when the submissions are uploaded to Review Room. No submissions will be accepted after the deadline.

Applicants should allow sufficient time to ensure timely receipt of the proposal by the RFP Coordinator. Late submissions will not be accepted and will be automatically disqualified from further consideration.

The Commission assumes no responsibility for delays caused by Applicant's technical difficulties, network problems or any other party.

All proposal documents submitted in hard copy become the property of the Commission and will not be returned.

No facsimile transmissions will be accepted at any point in the process.

Proposal Contents

The Proposal must contain information responding to all requirements in the RFP. Applicant Certification and Assurances with Applicant's exceptions and/or proposed revisions to the Proposed Master Contract must be attached, if applicable. The Proposal and all documents that require a signature must be signed, or have an electronic verification, by an authorized Applicant representative.

Failure to provide any information or required signatures may result in disqualification of the Proposal.

Proposal Format and Organization

Proposals must be written in English and submitted using the Review Room platform.

Documents requiring signatures must be signed by a representative authorized to bind the Applicant to their proposal. Documents that require signatures should be properly signed, completed, and scanned into a separate file in *.bmp*, *.jpg*, *.tiff* or PDF format.

Response/answers should be clearly linked to the RFP sections to which they pertain. Applicants should follow the numbering scheme used in the RFP.

Cost of Proposal Preparation

The Commission will not reimburse Applicants for any costs associated with preparing or presenting a Proposal.

Proposal Property of the Commission

All materials submitted in response to this RFP become the property of the Commission. The Commission has the right to utilize any of the ideas presented in any material offered. Selection or rejection of a Proposal does not affect this right.

Proprietary or Confidential Information

Any information in the proposal that the Applicant desires to claim as proprietary and exempt from disclosure under the provisions of Chapter 42.56 RCW, or other state or federal law that provides for the nondisclosure of the Applicant's document, must be clearly designated. Each page containing the information claimed to be exempt from disclosure must be identified by the words "Proprietary Information" printed on the lower right hand corner of the page. **Marking the entire proposal as proprietary, confidential, or exempt from disclosure will not be honored.** Applicants must state clearly if contains any proprietary or confidential information, as well as reasons that this information may be considered proprietary.

To the extent consistent with chapter 42.56 RCW, the Public Disclosure Act, the Commission shall maintain the confidentiality of Applicant's information marked confidential or proprietary. If a request is made to view proprietary information, the Commission will notify the Applicant of the request and of the date that the records will be released unless the Applicant obtains a court order enjoining that disclosure. If the Applicant fails to obtain the court order enjoining disclosure, the Commission will release the requested information on the date specified.

The Commission's sole responsibility shall be limited to maintaining the above data in a secure area, and to notify the Applicant of any request(s) for disclosure for so long as the Commission retains the Applicant's information in Commission records. Failure to label such materials, or failure to timely respond after notice of request for public disclosure has been given, shall be deemed a waiver by the Applicant of any claim that such materials are exempt from disclosure.

Due Diligence

The decision to approve a proposal to open and operate a public charter school requires a thorough vetting of the applicant. The Commission may engage in due diligence to verify and evaluate the information submitted as part of the evaluation process. Due diligence may include, but is not limited to:

1. Contacting individuals who may have knowledge about the information submitted and/or individuals associated with the applicant organization in order to evaluate the accuracy and validity of the information provided in the proposal.
2. Review of information and documentation obtained from external sources in order to evaluate the accuracy and validity of the information provided in the proposal.

Relevant information gleaned through this due diligence process will be reduced to writing in a due diligence report and provided to the evaluation team and the Commission for use in determining whether the proposal meets the criteria for approval.

Completeness Review

All Proposals will be reviewed for completeness before they are accepted and distributed to evaluation teams. If a Proposal is found to be incomplete or incorrectly formatted, the Applicant will have 24 hours to satisfactorily rectify the identified issues and resubmit their Proposal. Similarly, if it appears from the face of the Proposal that the Applicant does not meet the eligibility requirements, the Applicant will be given 24 hours to satisfactorily rectify the identified issues and resubmit their Proposal.

Failure to rectify any identified issue(s) within the allotted time will result a finding of incomplete and the application will be disqualified from further review; Applicants are welcome to reapply in future years.

Waiver of Minor Administrative Irregularities

The Commission reserves the right to waive minor administrative irregularities contained in any Proposal.

Errors in Proposal

Applicants are liable for all errors or omissions contained in their Proposals. Applicants will not be allowed to alter proposal documents after the deadline. The Commission is not liable for any such errors. The Commission reserves the right to contact the Applicant for clarification of proposal contents; including through the interview process.

Misrepresentations on Application

A Proposal containing a material misrepresentation in the information or documentation submitted may be denied. A material misrepresentation includes, but is not limited to, one that is inaccurate or misleading, or a representation that, if accurately reported, could impact the rating that an Applicant would receive on any applicable criteria.

Amendments and Revisions

The Commission reserves the right to revise the Timeline or other portions of this RFP at any time. The Commission may correct errors in this document (identified either by the Commission or an Applicant. Any changes or corrections will be by one or more written amendment(s), dated, and posted with this RFP at <http://www.governor.wa.gov/issues/education/commission/> and <https://wscsc-charterapp.fluidreview.com/res/>.

Applicants are responsible for checking this site for changes and should do so frequently. The Commission will not be responsible for notifying Applicants of changes in any other manner. All changes must be authorized and issued in writing by the RFP Coordinator. If there is any conflict between amendments, or between an amendment and the RFP, whichever document was issued last in time shall be controlling.

No Obligation to Contract

The Commission reserves the right to refrain from selecting or contracting with any and all Applicants.

Withdrawal of Proposal

Applicants may withdraw a proposal that has been submitted at any time up to the Proposal due date and time (identified on the *Timeline*). To accomplish Proposal withdrawal, a written request signed by an authorized representative of the Applicant must be submitted to the RFP Coordinator.

Failure to respond to the Commission according to the *Timeline* below, or failure to respond to an inquiry or communication from the Commission to the Applicant's designated representative, shall be deemed a withdrawal.

Optional Applicant Debriefing Conference

Applicants whose Proposals are not approved by the Commission may request an optional debriefing conference to discuss the evaluation of their Proposal within the date range specified in the *Timeline*. The request must be in writing (e-mail acceptable) and addressed to the RFP Coordinator.

The purpose of this debriefing is to discuss the factors considered in the evaluation of the proposal, and address questions and concerns about the Applicant's performance with regard to the RFP requirements. This conference will not include any discussion of or comparison to proposals from any other applicant.

Protest Procedures

Only applicants whose proposals are not approved by the Commission AND who participate in a debriefing conference may make protests. Upon completion of the debriefing conference, the Applicant will have five business days to file a formal protest of the RFP with the RFP Coordinator.

Protests must be received by the RFP Coordinator no later than 5:00 PM PDT on the fifth business day following the debriefing. Protests may be submitted by e-mail but must be followed in hard copy by the document with an original signature.

In the event a protest may affect the interest of another Applicant that also submitted a proposal, such Applicant will be given an opportunity to submit its views and any relevant information on the protest to the RFP Coordinator.

1. Applicants submitting protests shall follow the procedures described below. Protests that do not follow these procedures will not be considered. This protest procedure constitutes the sole administrative remedy available to Applicants. All protests must be in writing, addressed to the RFP Coordinator, and signed by the protesting party or an authorized Agent.
 - a. The protest must state the RFP number, the grounds for the protest with specific facts and complete statements of the action(s) being protested.
 - b. A description of the relief or corrective action being requested should also be included.
2. Only protests stipulating an issue of fact concerning the following subjects will be considered:
 - a. A matter of bias, discrimination or conflict of interest on the part of an evaluator.
 - b. Non-compliance with procedures described in the RFP or Commission policy.

3. Protests not based on these procedural matters will not be considered.
4. Protests will be rejected as without merit if they address issues such as:
 - a. An evaluator's professional judgment on the quality of a proposal.
 - b. The Commission's assessment of its own and/or other agencies or communities' needs or requirements.
5. Upon receipt of a protest, a protest review will be held by the Commission. The Commission will assign responsibility for responding to the protest to a person who was not involved in the RFP or evaluation process.
6. The Commission will consider the record and all available facts, and issue a decision; the decision must be issued within five business days of receipt of the protest. If additional time is required, the protesting party will be notified of the delay.

The final determination of the protest shall:

1. Find the protest lacking in merit and uphold the Commission's action, denying the protest; or
2. Find only technical or harmless errors in the RFP and evaluation process and determine the Commission to be in substantial compliance, denying the protest; or
3. Find merit in the protest and provide the Commission options which may include:
 - a. Correcting the errors and reevaluating all proposals;
 - b. The reissue of the RFP and conducting a new process; and/or
 - c. The making of other findings and the determination of other courses of action as appropriate.

Notification of Commission Decisions

All Applicants will be notified by e-mail after a decision has been made. The date of notification will be the date the e-mail is sent.

Electronic Availability

The contents of this RFP and any amendments or revisions and written answers to questions will be available at <http://www.governor.wa.gov/issues/education/commission/> and <https://wscsc-charterapp.fluidreview.com/res/>. **Applicants are responsible for checking this site for notices and changes and should do so frequently.**

Revisions to the RFP

In the event it becomes necessary to revise any part of this RFP, addenda will be published on <http://www.governor.wa.gov/issues/education/commission/> and <https://wscsc-charterapp.fluidreview.com/res/>. For this purpose, the published questions and answers and any other pertinent information shall be provided as an addendum to the RFP and will be placed on the website.

The Commission also reserves the right to cancel or reissue the RFP in whole or in part, prior to execution of a contract.

Minority and Women-Owned Business Participation

In accordance with chapter 39.19 RCW, the Commission encourages participation in proposals in response to this RFP by organizations certified by the Office of Minority and Women's Business Enterprises (OMWBE), on a direct or subcontractor basis. However, no preference for proposals including such organization will be given in the evaluation of proposals, no minimum level of OMWBE participation shall be required as a condition for approval of a charter, and proposals will not be rejected or considered non-responsive on that basis.

Instructions and Guidelines

Opening a new charter school that is prepared to be successful on day one requires investment in a thoughtful process to address the requirements to ensure a highly effective charter school. This RFP requires information that will allow the Commission to consider and determine if the proposal presents a school that is sufficiently well planned and researched, and that it not only has a compelling and rigorous academic model, but is fiscally and operationally sound as well. This RFP also seeks information that will allow the Commission to assess the capacity of the founding team to successfully implement the proposed plan.

In order for a thorough and rigorous review to occur, all Applicants must respond to all questions and requests for information contained in this RFP. Failure to address all questions may result in the Proposal being deemed incomplete.

Applicants are encouraged to reference the Evaluation Criteria when preparing their Proposals to ensure that the responses not only answer the items below, but also address all of the criteria. For information on how approved schools will be evaluated once they have opened, Applicants should reference the Commission's performance framework (Chapter 108-30 WAC), which is available on the website and incorporated by reference.

All Applicants must submit a Notice of Intent to Apply (NOI), using prepared using the template provided by the Commission, no later than 5:00PM PDT on June 13, 2014 to the RFP Coordinator by email, postal service, or hand delivery.

Proposals must be submitted no later than **5:00pm PDT on July 15, 2014**. Commission rules governing the proposal and approval process (Chapters 108-10 and 108-20 WAC) are incorporated by reference and available on the Commission's website. All Applicants must initially submit their proposals electronically. For the 2014 RFP, all electronic submissions must be uploaded to the online portal, hosted by Fluid Review at <http://wscsc-charterapp.fluidreview.com>, by the deadline. Orientation sessions for potential applicants and other interested parties will be conducted via webinar on May 19 and June 18, 2014. It is *strongly* encouraged that all prospective applicants attend one of these sessions.

Components of the Application

- **Narrative Proposal:** The Proposal is the formal application to the Commission, and is a comprehensive description of the school's educational, organizational, and financial plans.
- **Attachments:** Throughout the application, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless specified. A comprehensive list of the attachments is provided below.
- **Capacity Interview:** Applicants will have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer specific questions about their proposal.

Electronic Submission Instructions

1. **The online portal, with template documents and instructions, will be available no later than April 15, 2014.** The Applicant will upload each element of the proposal (cover sheet, narrative, attachments, etc.) separately.
2. Upload each document to the online portal at <http://wscsc-charterapp.fluidreview.com>. **Be sure to upload the documents in the file format specified.** An overview of how to use Fluid Review will be included in the orientation sessions.
3. Applicants may SUBMIT their proposals only after uploading all required documents. Fluid Review will not enable the SUBMIT command until all requirements are met.
4. Once the system has accepted the SUBMIT command, the proposal will be both submitted and locked. The Applicant will not be able to make additional revisions.
5. **Fluid Review will automatically shut down access to all proposals at 5:00PM PDT on July 15, 2014.** Proposals not SUBMITTED, including proposals that are partially uploaded, will not be accepted.

Once the electronic submission is received and a completeness determination has been issued, all applicants proceeding in the evaluation process must submit **one original and 9 identical photocopies of the proposal AND one redacted electronic copy (in PDF form) to the RFP Coordinator.** The redacted electronic document should omit personal telephone numbers, email addresses, home addresses, and signatures, as well as check images and receipts.

Hard Copy Preparation Instructions

1. All application documents should be printed on STANDARD, WHITE, LETTER SIZED PAPER, DOUBLE SIDED.
2. All application documents should be bound in a 3-ring binder.
3. Attachments should be offset with labeled tabs.
4. **Hard copies and the redacted electronic copy should be submitted to:**

Postal/Courier Service:
Colin Pippin-Timco, RFP Coordinator
Washington Charter School Commission
PO Box 40996
Olympia, WA 98504-0996

Hand Delivered:
Colin Pippin-Timco
1068 Washington St.
Olympia, WA 98501

Specifications

1. Applicants MUST submit proposals electronically through the Fluid Review portal and must use

the following templates (available on the Resources page of the Fluid Review portal):

- a. Proposal Coversheet -ALL APPLICANTS (MS Word Document);
- b. Proposal Narrative Template-ALL APPLICANTS (MS Word Document);
- c. Staffing Chart Template-ALL APPLICANTS (MS Word Document);
- d. Charter School Board Member Information Sheet Template-ALL APPLICANTS (MS Word Document);
- e. Financial Plan Workbook-ALL APPLICANTS (MS Excel Document);
- f. Portfolio Summary Template-EXISTING OPERATORS ONLY (MS Excel Document);
- g. Background check authorization - ALL APPLICANTS (MS Excel Document); and
- h. Statement of Assurances- ALL APPLICANTS (MS Excel Document).

2. All page limits must be followed. Proposals exceeding the stated page limits will be rejected.

3. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in the designated spaces in the templates.

4. Each major section of the proposal (Executive Summary, Education Program, etc.) must begin on a separate page, as indicated in the template document.

5. If a particular question does not apply to the Applicant team or proposal, respond “Not Applicable,” AND state the rationale.

6. All required attachments should be uploaded in the file format specified (PDF, unless otherwise indicated).

7. The following is a list of attachments to accompany the proposal. Note that not all attachments will be applicable to all Applicants, and that additional attachments not listed here must accompany Section 4. It is the responsibility of the applicant to ensure they submit all relevant attachments.

1. Background check authorization;
2. Course scope and sequence;
3. Curriculum development plan;
4. Exit standards for graduation;
5. School calendar and schedule (including sample daily schedule);
6. Enrollment policy;
7. Discipline policy;
8. Conversion support petitions;
9. Evidence of community support;
10. School leader resume and/or job description;
11. Leadership team job descriptions and/or resumes;
12. Governance documents;
13. Organizational charts;
14. Copies of Proposed Contracts
15. Board member documents;
16. Code of ethics and conflict of interest policy;
17. ESP contract term sheet;
18. Staffing chart;
19. Leadership evaluation tools;

20. Teacher evaluation tools;
 21. Facility documents;
 22. Start-up plan;
 23. Financial plan workbook;
 24. Budget narrative; and
 25. Portfolio Summary.
8. When submitting resumes and biographies, label each document with the individual's affiliation with the proposed school (board member, principal, teacher, etc.);
 9. Review all elements of the Applicant Proposal for completeness before submitting;
 10. Late or incorrectly formatted submissions will not be accepted; and
 11. **All Proposals will be reviewed for eligibility and completeness before they are accepted and distributed to evaluation teams. If a Proposal is found to be incomplete or incorrectly formatted, the Applicant will have 24 hours to satisfactorily rectify the identified issues and resubmit their Proposal. Failing to rectify the issue(s) within the allotted time will result in rejection of the Proposal as ineligible for review; all Applicants are welcome to reapply in future years.**

Timeline

The article below represents the timeline for the 2014 RFP process. The deadlines and due dates are mandatory and nonnegotiable. **Failure to meet the RFP submission deadline will result in disqualification from participation.** All times are Pacific Daylight Time. The Commission reserves the right to revise the timeline; in the event of a change, it will be posted on the Commission's website and all Applicants will receive email notification.

Date	Activity
April 15, 2014	RFP Release Online Proposal portal launch. Proposals will only be accepted via upload to the Fluid Review online Proposal submission platform: http://wscsc-charterapp.fluidreview.com/
May 19 and June 18, 2014	Webinar orientation sessions. The sessions will provide interested groups with information about the RFP content and process, including a demonstration of the online Proposal portal. Applicants will have the opportunity to ask questions during these orientations.
April 29, 2014	Applicant questions and comments deadline
May 13, 2014	Commission's written answers to questions issued
June 13, 2014 5:00 p.m. PDT	Notice of Intent to Apply (NOI) due
June 16, 2014	Applicant complaints deadline
June 23, 2014	Commission's written response to Complaints issued
July 15, 2014 5:00 p.m. PDT	Proposal deadline
July 21, 2014	Completeness findings distributed
July 22, 2014 5:00 p.m. PDT	Deadline for corrections, only accepted via upload to http://wscsc-charterapp.fluidreview.com/
July 23, 2014	Final completeness determinations distributed
July 25, 2014	Deadline for eligible Applicants to deliver hard copies of Proposals
August 27-28, 2014	Capacity Interviews. Interviews will ONLY be held on these days; applicants are requested keep both dates entirely open in their calendars. Applicants will be notified of their assigned interview time as soon as possible. Due to significant logistical challenges, it is unlikely that any changes to assigned interview times will be possible
September 2-18, 2014	Public Forums
September 22, 2014	Draft Evaluation Team Recommendation Reports Released
September 29, 2014	Applicant Response to Draft Recommendation Report Due
October 3, 2014	Final Recommendation Report and Applicant Response Published
October 9, 2014	Commission decisions
October 13, 2014	Applicant request for optional debriefing due
October 14-31, 2014	Optional Applicant debriefings
Within five business days of debriefing	Deadline for filing Protest
December 11, 2014	Commission meeting for Contract approval/denial
January 7, 2015	Deadline for final contracts to be signed

Proposal Cover Sheet

Name of non-profit
Applicant entity: _____

Primary contact person: _____
Mailing address: _____

Street/PO Box: _____

City: _____ State _____ Zip _____

Phone Number: _____ day _____ evening _____

Fax Number: _____ Email: _____

Names, roles, and current employment of all members of the applicant team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School

Does the applicant have charter school proposals under consideration by any other authorizer(s) in the United States? Yes No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Proposal Due Date	Decision Date

Does the applicant have new schools scheduled to open elsewhere in the United States in the 2014-15 or 2015-16 school years? Yes No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date

Does the applicant have new schools approved but scheduled to open in years beyond 2015-16?

Yes No

If yes, complete the table below, adding lines as needed.

Authorizer	# of Schools	City	State	Opening Years

Proposed School Name	Opening Year	Geographic Community	Grades year 1	Grades at capacity

--	--	--	--	--

Identification of Geographic Community may be as specific as a neighborhood or as general as a county targeted for school location; it must also include identification of the school district in which the school is located.

Does the applicant intend to contract or partner with a non-profit organization to provide school educational or management services? Yes No

If yes, identify the organization: _____

Does the school intend to partner or be affiliated with an existing or planned non-profit charter management organization (CMO) through which a single governing board governs or will govern multiple schools? Yes No

If yes, identify the organization: _____

If the answer to either of these questions is YES, include the organization's portfolio in answering the above questions regarding pending applications and school openings.

Proposed Principal/Head of School Information:

Provide the following information, if known

Name of proposed principal candidate: _____

Current employment: _____

Phone Number: Day _____ Evening _____

Email: _____

School Enrollment Projections

Academic Year	Planned # of Students	Minimum # of Students	Maximum # of Students	Grade Levels Served
Year 1 (specify year)				
Year 2				
Year 3				
Year 4				
Year 5				
At Capacity (specify year)				

Executive Summary and Enrollment Projection (3 pages)

The Executive Summary should provide a concise summary of the following:

1. The proposed plan for the school;
2. The geographic and population considerations of the school environment;
3. The challenges particular to those considerations; and
4. The Applicant team's capacity to successfully open and operate a high quality school given the above considerations.

- 1. Mission, Vision, Objectives, and Goals.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve long term. The mission and vision statement provide the foundation for the entire proposal. The objectives are operations and governance focused; they are the conditions that must exist in order for the school's goals to be realized.

The mission and vision statements, taken together, should:

- a. Identify the students and community to be served;
- b. Articulate the objectives and goals for the school;
- c. Illustrate what success will look like; and
- d. Align with the purposes of the Washington charter school law and the Commission's stated priorities for new schools.

- 2. Educational Need and Anticipated Student Populations.** Describe the anticipated student population, students' anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities the school intends to employ, consistent with applicable restrictions on enrollment eligibility and selection.
- 3. Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.
- 4. Community Engagement.** Describe the relationships that the Applicant team has established to generate community engagement in and support for the proposed school, and how the Applicant team has assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.

- Leadership and Governance.** List the members of the school’s proposed leadership team and governing board, including their roles with the school and their current professional affiliation (add lines to this table as needed). Provide, as **Attachment 1**, the required criminal background check authorization for each of the individuals listed below.
- Request of Additional Planning Year.** If the applicant is planning to open their school in the fall of 2016, please provide a rationale for this request. An applicant must describe the circumstances surrounding the proposed delay in opening the school.

Full Name	Current Job Title and Employer	Position with Proposed School

Enrollment Projection

- Complete the following table, removing any rows for grades that the school will not serve. The number of students must include the minimum and maximum planned enrollment per grade per year.

Grade Level	Number of Students					
	Year 1 20__	Year 2	Year 3	Year 4	Year 5	At Capacity 20__
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

- Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

Section 1. Educational Program Design and Capacity (25 pages)

Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population. Highlight the culturally responsive aspects of the program.

Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the state standard.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure;
2. Give an overview of the planned curriculum. Identify course outcomes and demonstrate alignment with applicable state standards. Provide, as **Attachment 2**, a sample course scope and sequence for one subject in one grade of each division (elementary, middle, high school) the school will serve.
3. Evidence that the educational program or key elements of the program are based on proven methods; evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population;
4. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students;
5. If the curriculum is not already developed, provide, as **Attachment 3**, a plan for how the curriculum will be developed between approval of the Proposal and the opening of the school, including who will be responsible and when key stages will be completed; and
6. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Student Performance Standards

Responses to the following items regarding the proposed school's student performance standards must be consistent with Common Core State Standards.

1. Describe the student performance standards for the school as a whole;
2. Provide the school's plan for using internal and external assessments to measure and report student progress;
3. If the school plans to adopt or develop additional academic standards beyond the state standards, provide an explanation of the types of standards (content areas, grade levels). Explain how the proposed standards exceed the state standards.
4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents/guardians and students; and
5. Provide, as **Attachment 4**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

High School Graduation Requirements (High Schools Only)

1. Describe how the school will meet the requirements described in **Attachment 3**. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements;
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce); and
3. Explain the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

School Calendar and Schedule

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment 5**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction at a minimum of 180 days; and
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 5**, a sample daily and weekly schedule for each division of the school.

School Culture

1. Describe the culture of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development;
2. Explain how the school will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year;
3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners (ELLs), and any students at risk of academic failure;
4. Describe a typical school day from the perspective of a student in a grade that will be served in The first year of operation;
5. Describe a typical day for a teacher in a grade that will be served in the School's first year of operation.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs, and how they will be funded;
2. Describe the extra or cocurricular activities or programming the school will offer, how often they will occur, and how they will be delivered and funded;
3. Describe the programs or strategies the school will employ to address student mental, emotional, and social development and health; and
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

Special Populations and At-Risk Students

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate. All responses should indicate how the school will comply with applicable laws and regulations governing service to these student populations.

1. Describe the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan should address how the school will meet students' needs in the least restrictive environment;

2. Identify the special populations and at-risk groups that the school expects to serve and explain the basis for these assumptions. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students;
3. Explain more specifically how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports the school will provide, including the following:
 - a. Methods for identifying students with special education needs and avoiding misidentification;
 - b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs;
 - c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
 - d. Plans for promoting graduation for students with special education needs (*high schools only*); and
 - e. Plans to provide qualified staff adequate for the anticipated special needs population.
4. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
 - a. Methods for identifying ELL students and avoiding misidentification;
 - b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the academic program for these students;
 - c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services; and
 - d. Means for providing qualified staffing for ELL students.
5. Explain how the school will identify and meet the learning needs of at-risk students as defined RCW 28A.710.010(2):

"At-risk student" means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, students who do not meeting minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs.
6. Explain how the school will identify and meet the needs of highly capable students, including the following:
 - a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;

- b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
- c. Means for providing qualified staffing for intellectually gifted students.

Student Recruitment and Enrollment

1. Explain the school's plan for student recruitment and marketing that is culturally inclusive and will provide equal access to interested students and families. Specifically describe the school's plan for outreach to at-risk students; and
2. Provide, as **Attachment 6**, the school's enrollment policy, which should be culturally inclusive and include the following:
 - a. Tentative dates for application period and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
 - b. A timeline and plan for student recruitment/engagement and enrollment;
 - c. The lottery procedures that will be used should student interest exceed capacity;
 - d. Policies and procedures for student waiting lists, withdrawals, reenrollment, and transfers; and
 - e. Explanation of the purpose of any preadmission activities for students or parents.

Student Discipline

1. Describe in detail the school's approach to student discipline. Provide, as **Attachment 7**, the school's proposed discipline policy. The proposed policy must be culturally responsive and comply with any applicable state laws and Commission policies. The plan should provide evidence that it is based on research, theory, experience, or best practice. The description of the school's approach and the proposed policy should address each of the following:
 - a. Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
 - b. A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled, respectively;
 - c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
 - d. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.
2. Discuss how students and parents/guardians will be informed of the school's discipline policy.

Conversion Schools

Proposed conversion schools must explain in detail the steps taken to engage the entire school community as well as the plan for continued stakeholder involvement.

1. Explain the plan to cultivate student and parent investment in the school turnaround, especially how the school plans to limit attrition from the existing student body.

2. Discuss specific ways that you will engage and transform the existing school culture during the pre-launch period and the first year of operation.
3. Provide, as **Attachment 8**, evidence of demonstrated support for the proposed conversion. Specifically, proposed conversion schools **MUST** provide a petition signed by a majority of teachers currently assigned to the school and/or a petition signed by a majority of parents of students currently attending the school.
4. Describe the applicant's prior experience in taking over or turning around an under-performing school.

Family and Community Involvement

1. Describe the role to date of any parents/guardians and community members involved in developing the proposed school. Include other evidence of parent/guardian and community support for the proposed charter school;
2. Describe what the school has done to assess and build parent/guardian and community demand for the proposed school and how the school will engage families and community members from the time that the school is approved through opening;
3. Describe how the school will engage parents/guardians in the life of the school. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from or offer to parents/guardians; and
4. Discuss the community resources that will be available to students and families. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 9**, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Educational Program Capacity

1. Identify the key members of the school's leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.
2. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
 - a. School leadership, administration, and governance;
 - b. Curriculum, instruction, and assessment;
 - c. Performance management; and
 - d. Family and community engagement.

3. Describe the group's ties to and/or knowledge of the target community.
4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.
5. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Discuss the evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that they have completed or are currently participating in. Provide, as **Attachment 10**, the qualifications, resume, and professional biography for this individual. Provide specific evidence of the leader's ability to effectively serve the anticipated population.

—OR—

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and instead provide as **Attachment 10** a job description and qualifications for the school leader.

6. Describe the responsibilities of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions. For any positions not yet filled, explain the timeline, criteria, and process for recruitment and hiring. Provide, as **Attachment 11**, the qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications.
7. Explain who is currently or will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate these individuals.

Section 2. Operations Plan and Capacity (25 pages)

Legal Status and Governing Documents

1. Describe the proposed school's legal status, including non-profit status and federal tax-exempt status.
2. Submit, as **Attachment 12** the Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of filings for the preceding items), a completed and signed Statement of Assurances, bylaws, and any other governing documents already adopted, such as board policies.

Organization Structure and Relationships

1. Submit, as **Attachment 13**, organization charts that show the school governance, management, and staffing plan and structure in:
 - a. The first year of school operations;
 - b. At the end of the charter term; and
 - c. When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart should clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

2. Describe any other proposed partnerships or contractual relationships that will be central to the school's operations or mission. Provide, as **Attachment 14**, copies of the proposed contract(s)

Governing Board

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.
3. Explain how this governance structure and composition will help ensure that:
 - a. The school will be an educational and operational success;
 - b. The board will evaluate the success of the school and school leader; and
 - c. There will be active and effective representation of key stakeholders, including parents.
4. List all current and prospective board members and their intended roles. For each individual identified, summarize interests in and qualifications for serving on the school's board. In **Attachment 15**, provide the following documents for each individual identified here: a completed and signed board Member Information Sheet, resume, and professional biography.

5. Explain the procedure by which board members have been and will be selected. Describe how often the board meets. Discuss the plans for any committee structure.
6. Describe plans for increasing the capacity of the governing board. Discuss how the board will expand and develop over time. Describe how new members be recruited and added, and how vacancies will be filled. Discuss the orientation or training new board members will receive, and the kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and participation requirements.
7. If the current Applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.
8. If this application is being submitted by an existing non-profit organization whose core mission is NOT the operation of charter schools, respond to the following:
 - a. Will the existing non-profit board govern the new school, or will the school be a new non-profit corporation governed by a separate board?
 - b. If the current non-profit's board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
 - c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
9. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 16**, the board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Advisory Bodies

1. Describe any advisory bodies or councils to be formed, including the roles and duties of each. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents/guardians, students, and teachers (as applicable); and the reporting structure as it relates to the school's governing body and leadership.

Grievance Process

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

District Partnerships

1. Explain any proposed partnership agreement between the charter school and the school district or Education Service District (ESD) where the school is proposed to be located. Include the terms of that agreement.

Education Service Providers (ESP) and Other Partnerships

Describe any other proposed partnerships or contractual relationships that will be central to the school's operations or mission.

If the school intends to contract with an ESP for the management of the school or substantial educational services, address the following:

1. Provide evidence of the nonprofit ESP's success in serving student populations that are similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable;
2. As **Attachment 17**, provide a term sheet that includes:
 - a. Proposed duration of the service contract;
 - b. Roles and responsibilities of the governing board, school staff, and ESP;
 - c. Scope of services and resources to be provided by the ESP;
 - d. Performance evaluations measures and timelines;
 - e. Compensations structure, including clear identification of all fees to be paid to the ESP;
 - f. Methods of contract oversight and enforcement;
 - g. Investment disclosure; and
 - h. Conditions for renewal and termination of the contract
3. Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.

Staff Structure

1. Provide, as **Attachment 18**, a completed staffing chart for the school, prepared using the template provided by the Commission. The staffing chart and accompanying notes or roster should identify the following:
 - a. Year one positions, as well as positions to be added during the first charter term;
 - b. Administrative, instructional, and non-instructional personnel;
 - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - d. Operational and support staff.
2. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed, including plans for performance management. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts;
2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers;

3. Describe the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state accountability plan. Explain other key selection criteria and any special considerations relevant to the school's design;
4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks;
5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as **Attachment 19**, any leadership evaluation tool(s) that the Applicant team has identified or developed already; and
6. Explain how teachers will be supported, developed, and evaluated each school year in accordance with the state accountability plan. Provide, as **Attachment 20**, any teacher evaluation tool(s) that already exist for the school, or state if the school intends to follow the state teacher evaluation plan.

Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person, position, or organization responsible for professional development;
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform;
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods; and
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration in this discussion and explain how this time will typically be used.

Performance Framework

The Commission will evaluate the performance of every charter school annually and for renewal purposes according to the performance framework. Per Washington Administrative Code (WAC) 108-30, the performance framework is a set of academic, financial, and organizational performance standards. The academic performance standards will consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants may propose to supplement the Commission’s performance framework with school-specific academic and organizational goals. The Commission encourages Applicants to closely examine the performance framework, and they are invited to incorporate the performance framework into their educational and organizational performance systems.

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments the school plans to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments the school plans to use.
3. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school’s curriculum, performance goals, and state standards.
4. Explain how the school will measure and evaluate academic progress (of individual students, student cohorts, and the school as a whole) throughout the school year, at the end of each academic year, and for the term of the charter contract.
5. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
6. Identify the individual or position responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.
7. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Facilities

Charter school facilities must comply with applicable state and local health and safety requirements. In addition, charter school Applicants must be prepared to follow applicable city planning review procedures.

1. Describe the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
2. Explain anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include but are not limited to the following: science labs, art room, computer labs, library/media center, performance/dance room, auditorium, etc.

3. Describe anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc.
4. Explain which, if any, of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.
5. Identify any other significant facilities needs not already specified, for example: playground, large common space, other special considerations (identify and explain).
6. Describe the process for identifying and securing a facility, including any brokers or consultants the Applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.
7. If the Applicant currently holds a facility or has an MOU or other proof of intent to secure a specific facility, briefly describe the facility including location, size, and amenities.
 - a. Provide proof of the commitment as **Attachment 21**.
 - b. **Attachment 21** may also include up to 10 pages of supporting documents providing details about the facility.

Start-Up and Ongoing Operations

1. Provide, as **Attachment 22**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget.
2. Describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Summarize the plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
4. Outline the plans for food service and other significant operational or ancillary services.

Operations Capacity

1. Describe the Applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - a. Staffing;
 - b. Professional development;
 - c. Performance management;
 - d. General operations; and
 - e. Facilities management.

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Section 3. Financial Plan and Capacity (15 pages)

Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements;
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each;
3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school;
4. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report;
5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services;
6. Describe the school's plans for liability insurance to indemnify the school, its board, staff, and teachers against tort claims;
7. Submit a completed Financial Plan Workbook as **Attachment 23**. Be sure to complete all sheets in the Workbook. In developing the budget, please use the per-pupil revenue guidance provided by the Commission; and
8. As **Attachment 24**, present a detailed budget narrative including description of assumptions and revenue estimates, including but not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising).
 - a. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Include evidence of commitment for any funds on which the school's core operation depends in **Attachment 24**;
 - b. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated; and
 - c. Describe in detail the year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

Financial Management Capacity

1. Describe the Applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
 - a. Financial management;
 - b. Fundraising and development; and
 - c. Accounting and internal controls.

Section 4. Existing Operators (10 pages)

Applicants who already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs must respond to the following questions:

1. Provide a detailed description of the organization's growth plans and capacity to successfully support and execute that plan including business plans to support anticipated growth.
2. Using the *Portfolio Summary Template*, complete all requested information for each of the organization's schools and provide as **Attachment 25**.
3. Disclose schools that have been closed or non-renewed, or charters that have been revoked.

Attachment 12: Charter Public School Application

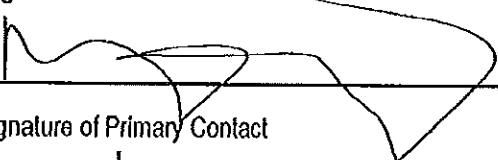
State of Washington Charter School Commission

Notice of Intent to Apply

This information will be used to ensure that your applicant group receives all of the appropriate communications from the Commission throughout the charter application process.

Name of Non-Profit Applicant/Organization		Green Dot Public Schools Washington State			
Primary Contact Information					
Name		Nithya Rajan			
Address		[REDACTED] 915			
Phone		[REDACTED]			
Email		[REDACTED]			
Partner Information IF APPLICABLE					
Basic Information for School Opening Fall 2015					
Proposed School Name		Opening Year	Geographic Community and/or City	Grades served Year 1	Grades served at capacity
Seattle Charter School		2016	South Seattle	6 th	6 th – 12 th
Model	<input checked="" type="checkbox"/> New <input type="checkbox"/> Conversion				
Proposed School Description					
School Model Specialty (check all that apply)	<input type="checkbox"/> Alternative <input type="checkbox"/> Arts <input type="checkbox"/> Blended Learning <input type="checkbox"/> Career and Technical Education <input checked="" type="checkbox"/> College Prep <input type="checkbox"/> Other (list):		<input type="checkbox"/> Disability (list): <input type="checkbox"/> Language Immersion <input type="checkbox"/> Military <input type="checkbox"/> Montessori <input type="checkbox"/> STEM <input type="checkbox"/> Virtual		
	In 100 words or less, briefly describe the mission and vision of your proposed school Green Dot's mission is to prepare students for success in college, leadership and life by providing a small, college-preparatory educational program. A key Green Dot cultural norm is an unwavering belief in all students' potential and a foundational belief is that all students can and may go to college. At the culmination of seven years, Green Dot students will graduate prepared for success in college.				

I certify that I have the authority to submit this Letter of Intent and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation after authorization. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.



June 12, 2014

Signature of Primary Contact

Date

2014 WSCSC CHARTER SCHOOL APPLICATION Cover Sheet & Enrollment Projection

Name of non-profit Applicant entity: Green Dot Public Schools Washington State

Primary contact person: Nithya Rajan
Mailing address:

Street/PO Box: [REDACTED]

City: [REDACTED] State [REDACTED] Zip [REDACTED]

Phone Number: day [REDACTED] evening [REDACTED]

Fax Number: [REDACTED] Email: [REDACTED]

Names, roles, and current employment of all members of the applicant team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
Bree Dusseault	Co-Director of the Leadership Center at the Washington State Charter Schools Association	Executive Director of Green Dot Public Schools Washington State
Marco Petruzzi	Chief Executive Officer, Green Dot Public Schools National	Leadership Team of Green Dot Public Schools
Dr. Megan Quaille	Chief Growth Officer, Green Dot Public Schools National	Leadership Team of Green Dot Public Schools
Sabrina Ayala	Chief Financial Officer, Green Dot Public Schools National	Leadership Team of Green Dot Public Schools
Cristina de Jesus	President and Chief Executive Officer, Green Dot Public Schools California	Leadership Team of Green Dot Public Schools
Nithya Rajan	Vice President of Strategic Planning, Green Dot Public Schools National	Leadership Team of Green Dot Public Schools

Does the applicant have charter school proposals under consideration by any other authorizer(s) in the United States? Yes No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Proposal Due Date	Decision Date
CA	Los Angeles Unified School District	Ánimo MS #5	Summer 2014	Fall 2014

Does the applicant have new schools scheduled to open elsewhere in the United States in the 2014-15 or 2015-16 school years? Yes No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date
Ánimo Mae Jemison (Ánimo Avalon)	Los Angeles	CA	August 2014
Ánimo Ellen Ochoa (Ánimo MS #1)	Los Angeles	CA	August 2014
Fairley HS	Memphis	TN	August 2014
Green Dot Charter Middle School #1	Tacoma	WA	August 2015
Memphis MS #1 – school decided through community matching process	Memphis	TN	August 2015

Memphis HS #2 – school decided through community matching process	Memphis	TN	August 2015
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Does the applicant have new schools approved but scheduled to open in years beyond 2015-16?

Yes No

If yes, complete the table below, adding lines as needed.

Authorizer	# of Schools	City	State	Opening Years
Achievement School District	7	Memphis	TN	2016-2017 through 2019-2020

Proposed School Name	Opening Year	Geographic Community	Grades year 1	Grades at capacity
Green Dot Seattle	2016-2017	South Seattle	6 th	6th – 12th

Identification of Geographic Community may be as specific as a neighborhood or as general as a county targeted for school location; it must also include identification of the school district in which the school is located.

Does the applicant intend to contract or partner with a non-profit organization to provide school educational or management services? Yes No

If yes, identify the organization: _____

Does the school intend to partner or be affiliated with an existing or planned non-profit charter management organization (CMO) through which a single governing board governs or will govern multiple schools? Yes No

If yes, identify the organization: _____

Green Dot Seattle will be governed by Green Dot Public Schools Washington State. Green Dot Public Schools Washington State will partner with Green Dot Public Schools National. However, the Board of Green Dot Public Schools Washington State will govern all Green Dot schools in Washington State.

If the answer to either of these questions is YES, include the organization's portfolio in answering the above questions regarding pending applications and school openings.

Proposed Principal/Head of School Information:

Provide the following information, if known

Name of proposed principal candidate: Green Dot Public Schools Washington State has not yet identified a principal candidate for Green Dot Seattle.

Current employment: _____

Phone Number: Day _____ Evening _____

Email: _____

School Enrollment Projections

Academic Year	Planned # of Students	Minimum # of Students	Maximum # of Students	Grade Levels Served
Year 1 (specify year)	170	160	180	6 th
Year 2	510	480	540	6 th , 7 th , 9 th
Year 3	850	800	900	6 th , 7 th , 8 th , 9 th , 10 th
Year 4	1,020	960	1,080	6 th , 7 th , 8 th , 9 th , 10 th , 11 th
Year 5	1,190	1,120	1,260	6 th , 7 th , 8 th , 9 th , 10 th , 11 th , 12 th
At Capacity (Year 5)	1,190	1,120	1,260	6 th , 7 th , 8 th , 9 th , 10 th , 11 th , 12 th

Proposal Narrative Template

Specifications

All page limits must be followed. Proposals exceeding the stated page limits will be rejected. Attachments are not included in the page limits, and should not be included in this document, but rather uploaded individually as directed in the online application submission portal.

Add the full name of your school to the footer of this document so that it appears on all pages.

This document must be typed with 1-inch page margins and 12-point font, single-spaced. Use the boxes provided to type your responses.

Each major section (Executive Summary, Educational Program Design and Capacity, etc.) **must** begin on a separate page.

If a particular question does not apply to the Applicant team or proposal, respond “Not Applicable,” AND state the reason this question is not applicable to the Applicant team or proposal.

Do not delete or modify questions, tables, or sections (including changing font sizes) unless specifically instructed in this document.

When you have completed your response and verified that all formatting requirements are met, save your document as a PDF file. **Name your file according to this convention: OPERATORNAME.Narrative.pdf.** Upload your PDF file to the online application submission portal.

Please keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. Evaluation Teams will be able to navigate well-organized, effectively-edited documents easily, thereby focusing their energy on reviewing the content of the application. Grammar, spelling, and formatting all make an impression on an evaluator. **All Responses will be reviewed for eligibility and completeness before they are accepted and distributed to evaluation teams. If a Response is found to be incomplete or incorrectly formatted, the Applicant will have 24 hours to satisfactorily rectify the identified issues and resubmit their Response. Failing to rectify the issue(s) within the allotted time will result in rejection of the Response as ineligible for review; all Applicants are welcome to reapply in future years.**

Executive Summary and Enrollment Projection (3 pages)

The Executive Summary should provide a concise summary of the following:

The proposed plan for the school;

The geographic and population considerations of the school environment;

The challenges particular to those considerations; and

The Applicant team's capacity to successfully open and operate a high quality school given the above considerations.

- 1. Mission, Vision, Objectives, and Goals.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve long term. The mission and vision statement provide the foundation for the entire proposal. The objectives are operations and governance focused; they are the conditions that must exist in order for the school's goals to be realized.

The mission and vision statements, taken together, should:

- a. Identify the students and community to be served;
 - b. Articulate the objectives and goals for the school;
 - c. Illustrate what success will look like; and
 - d. Align with the purposes of the Washington charter school law and the Commission's stated priorities for new schools.
- 2. Educational Need and Anticipated Student Populations.** Describe the anticipated student population, students' anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities the school intends to employ, consistent with applicable restrictions on enrollment eligibility and selection.
 - 3. Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.
 - 4. Community Engagement.** Describe the relationships that the Applicant team has established to generate community engagement in and support for the proposed school, and how the Applicant team has assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Who We Are: Green Dot Public Schools (“Green Dot”) is helping transform public education so all students graduate prepared for college, leadership and life. Founded 14 years ago, Green Dot operates 14 small high schools and five small middle schools serving more than 10,000 students in the greater Los Angeles area.¹ The mission of Green Dot Public Schools Washington State Seattle Charter School, i.e., “Green Dot Seattle”, (grades 6-12) will be to prepare students for college, leadership and life by providing a small, college-preparatory program where all stakeholders actively engage in the education process.

Track Record: Green Dot schools average more than 50 points higher on the California Academic Performance Index (“API”) than comparable public schools in similar neighborhoods.² Overall Green Dot student population is 11% Special Education (“SPED”), 20% English Language Learners (“ELL”), and 92% Free and Reduced Lunch (“FRL”). Our start-up schools are graduating students at rates previously unheard of in the communities they serve - the cohort graduation rate for ninth graders entering a Green Dot start-up school in 2008 averaged 86% in 2012, compared to 79% for the state of California and 65% for the Los Angeles Unified School District (“LAUSD”). This year, Green Dot graduated more than 1,500 students, the most of any charter school organization in the nation for the second year in a row. In its 14-year history, Green Dot has graduated more than 9,500 students with nearly 90% being accepted to two- or four-year colleges

Why South Seattle? Green Dot has targeted South Seattle as an area of educational need after conducting a thorough analysis of the available research on school quality, educational opportunity, student demographics and academic achievement across the state of Washington. According to an analysis of Seattle Public School data released in November 2015 by the Center on Reinventing Public Education, 75% of the lowest performing schools in the Seattle system were located in South Seattle. Green Dot believes that providing a high-quality, rigorous middle and high school education will help contribute to changing the odds for families and their students in South Seattle.

Target Students and Community: Green Dot is seeking to serve academically underserved students in South Seattle. While schools in South Seattle have upward performance trends on the Measurements of Student Progress (MSP), there is still a significant opportunity gap. Our final location in Southeast or Southwest Seattle will depend on where we can find a facility. Green Dot anticipates serving a student population that is 16% SPED, 13% ELL and 74% FRL. This is a composite of all schools serving grades 6-12 in South Seattle. Green Dot anticipates that students will be multiple grade levels behind and require a set of academic and socio-emotional interventions to help remediate and accelerate all groups of students.

Goals and What Success will Look Like: Success for Green Dot Public Schools Washington State (“GDPSW”) will be measured across multiple facets of the model: student academic growth, measures of culture, professional growth for teachers, and measures of educator effectiveness. Green Dot will set rigorous performance targets for Green Dot Seattle and support the school in achieving ambitious goals.

Operations and Governance Objectives: GDPSW will review academic, cultural, financial, operational and governance indicators to monitor and assess our progress. For operations, the school will meet all

¹ Four of Green Dot’s transformation high schools on the Alain LeRoy Locke College Preparatory Academy campus are clustered under one country-district-school (CDS) code in California. In California, CDS codes are used primarily for purposes of school identification as well as tracking student demographics and student achievement levels.

² API is a measurement of academic performance and progress of individual schools in California. API scores range from a low of 200 to a high of 1000, with the California Department of Education having set a goal of 800.

required compliance standards and review an operational dashboard focused on performance metrics and school satisfaction. For finance, the governing board will monitor financial performance, variance to budget and the outcomes of the annual audit. For governance, the Board of Directors will maintain transparent and effective governance. In addition, GDPSW will monitor all of the academic, organizational and financial objectives to be laid out in the Washington State Charter School Commission's Performance Framework.

Education Plan / School Design: To accomplish our plan, four common elements are embedded in the model of each and every Green Dot school: Cultivating a College-going Culture, Eliminating Barriers to Instruction, Ensuring Quality Teaching & Instruction, and Promoting Leadership & Life Skills.

School Culture: Green Dot's school culture emphasizes high care, high structure and high expectations. Each small school creates a network of support for students and a sense of school family. Students wear uniforms and adhere to a Code of Conduct based on the Safe and Civil program. Most importantly, the school culture promotes college for certain.

Community Engagement: Green Dot has initially held one-on-one meetings with leaders of community-based organizations either located in South Seattle or supporting the South Seattle community. In addition, we held two open invitation community meetings in South Seattle to describe our model and receive input on how Green Dot can work with the community to build a great school. These meetings are what we hope to be the start of a two year conversation.

Request for an Additional Planning Year: Green Dot is respectfully requesting to start the school in Fall of 2016: 1) We will need time to secure the appropriate permits and construct or renovate the facility. 2) We will need to secure philanthropic commitments for startup funding prior to beginning planning work. 3) We would like to hire a Director of Middle School Programs one-year in advance, but would only make this commitment with an approved petition in hand. 4) While we have started conversations with community leaders and partners, we realize we have extensive work ahead of us in building a relationship with the South Seattle community. To do that in a thoughtful and respectful manner will take additional time.

5. Leadership and Governance. List the members of the school's proposed leadership team and governing board, including their roles with the school and their current professional affiliation (add lines to this table as needed). Provide, as **Attachment 1**, the required criminal background check authorization for each of the individuals listed below.

Full Name	Current Job Title and Employer	Position with Proposed School
Bree Duseault	Director of the Leadership Center at Washington State Charter Schools Association	Executive Director of Green Dot Public Schools Washington State
Dr. Megan Quaille	Chief Growth Officer, Green Dot Public Schools	Leadership of Green Dot Family of Organizations
Marco Petruzzi	CEO, Green Dot Public Schools National	Leadership of Green Dot Family of Organizations
Sabrina Ayala	CFO, Green Dot Public Schools National	Leadership of Green Dot Family of Organizations
Cristina de Jesus	CEO, Green Dot Public Schools California	Leadership of Green Dot Family of Organizations
Nithya Rajan	Vice President of Strategic Planning, Green Dot Public Schools	Leadership of Green Dot Family of Organizations
Kimberly Mitchell	Inquiry Partners – Founder	Board Member
Andrew Buhayar	Nordstrom People Lab – Head of User Research	Board Member

	and Data Analytics	
Kaaren Andrews	Principal, Interagency Academy	Board Member
Marguerite Kondracke	Retired Public, Private and Nonprofit Leader	Board Member

Enrollment Projection

- Complete the following table, removing any rows for grades that the school will not serve. The number of students must include the minimum and maximum planned enrollment per grade per year.

Grade Level	Number of Students					
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21	At Capacity 2020-21
6	160-180	160-180	160-180	160-180	160-180	160-180
7		160-180	160-180	160-180	160-180	160-180
8			160-180	160-180	160-180	160-180
9		160-180	160-180	160-180	160-180	160-180
10			160-180	160-180	160-180	160-180
11				160-180	160-180	160-180
12					160-180	160-180

- Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

GDPSW is respectfully requesting approval of a charter that would authorize the opening of a 6th – 12th grade school starting with a sixth grade class of ~170 students. After the first year, the school will continue to phase in seventh grade, but also start a ninth grade. We prefer to start with just sixth grade to ensure a high quality launch for Green Dot Seattle, but wanted to add the ninth grade soon thereafter since it would take many years to phase in the school if we only phased in one grade each year. This way we are able to stagger hiring of critical leadership roles, but also fully occupy our facility sooner – which will help us reach financial sustainability. When fully enrolled in Year 5 (2020-2021), the school estimates it will serve approximately ~1,200 students in grades 6–12. We have maintained even class sizes through each grade level since we are aiming to provide a continuous secondary education for the students who start with us in sixth grade. We will primarily accept new students in sixth grade, but we will also accept students in the upper grades if seats are available. The span school configuration allows us to ensure access to a high quality secondary education for all seven years for our students, allows for improved articulation between eighth and ninth grade, creates some scale benefits through shared spaces, and allows for unique collaboration opportunities between teachers.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 1. Educational Program Design and Capacity (25 pages)

Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population. Highlight the culturally responsive aspects of the program.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

The mission of Green Dot Seattle will be to prepare students for success in college, leadership and life by providing a small, college-preparatory educational program. Green Dot students enroll in college at a significantly higher rate than students in the rest of Los Angeles Unified School District (LAUSD), California and the nation. The four-year college acceptance rate for graduating seniors at Green Dot schools in 2012-2013 is 53%, and the two- or four-year acceptance rate of our graduating seniors was 89%. In comparison, based on the most recently available data from LAUSD, the college acceptance rate of all graduates residing in Los Angeles County to California State University (CSU) and University of California (UC) schools was 19%. The comparable state average acceptance rate in California is 18%.

Identifying a Community to Serve: Green Dot assessed community needs in the Puget Sound Region prior to deciding to launch Green Dot Seattle. We focused on large districts in Washington State, assessed which areas had high-need students, as defined by highest percentage of student population eligible for Free and Reduced Lunch, and considered proximity to Green Dot's middle school in Tacoma. At that point, we assessed academic performance trends and identified where we could have the most impact by providing an alternative college-preparatory education to high-need students who are academically underserved. We also took into account the concentration of Priority, Focus and Emerging schools (based on the Office of Superintendent of Public Instruction for the State of Washington or "OSPI"). As a result, Green Dot anticipates opening its first 6-12 school in South Seattle. Based on the demographics of this community, Green Dot anticipates serving a student population with approximately 16% ELL's, 13% SPED and 74% Free and Reduced Lunch (FRL). In addition, Green Dot anticipates that students will be multiple grade levels behind in academic performance.

Green Dot is experienced in serving a low-income, at-risk population at Green Dot's existing schools in California. This year, Green Dot graduated more than 1,500 students, the most of any charter school organization in the nation for the third year in a row. Green Dot's track record of performance demonstrates what is possible when a system combines a college-preparatory, standards-based curriculum with tailored instruction and support.

Theory of Change: Green Dot's approach to education includes a four-pronged theory of change: Firm Commitment to Serve All Students, Highly Effective Teachers, Strong School Leaders, and a Culture of Transparency, Performance & Accountability. [Refer here for more details on Green Dot's Theory of Change.](#)

Our Academic Model: Green Dot's academic model outlines the common academic elements across all Green Dot schools: 1) Cultivating a College-going Culture, 2) Eliminating Barriers to Instruction, 3) Ensuring Quality Teaching and Instruction, and 4) Promoting Leadership and Life Skills.

- **Cultivating a College-going Culture:** Green Dot strives to attain high college acceptance rates by creating a college-for-certain culture. School leaders create systems for ongoing academic counseling with counselors, advisory and offering college tours. In addition, the school master schedule will be

designed to prepare students for college, including reinforcing content development through elective courses and providing pre-Advanced Placement (AP) pathways (i.e., honors courses in 10th and 11th grade), which are designed to match college-level rigor. Courses are structured to build students' key cognitive strategies: intellectual openness, analysis, reasoning, accuracy and precision, and interpretation. Support is provided to build key behaviors necessary for success in college, such as self-monitoring, persistence, independent preparation abilities, and college-level study skills. Lastly, all Green Dot schools provide support to build students' contextual awareness of college systems and culture. For example, students will be encouraged to pursue additional college-related opportunities such as summer college programs at local campuses.

- **Eliminating Barriers to Instruction:** Students come to Green Dot from a variety of backgrounds. Academically, many are far behind grade-level. Socially and emotionally, students may require emotional guidance in order to be able to succeed academically. Green Dot strives to provide the academic intervention, counseling and clinical services necessary to breakdown these barriers to learning. Green Dot school leaders successfully implement all three tiers of the Response to Intervention Model and appropriately provide intervention in literacy, math, English Language Development and Special Education. Green Dot schools offer an Advisory program that offers and promotes academic guidance, school culture and safety; college and career preparation; and personal development. Additionally, each school provides a menu of wrap-around services: mental health supports and psychological services; counseling groups; mentoring programs; and links to community partners for health and wellness programs.
- **Ensuring Quality Teaching & Instruction:** Dedicated, effective teachers with a passion for their work and their students are at the core of the Green Dot model. Green Dot ensures high quality teaching and instruction in every classroom through its research-based methods of instruction, teacher effectiveness initiatives and robust PD and supports. At the heart of the TCRP Teacher Development and Evaluation System is the College-Ready Teaching Framework (“CRTF”) – a rubric that defines the core competencies expected of all Green Dot teachers. In addition, Green Dot Seattle teachers will be able to pursue PD and coaching support from the Instructional Coaches in the Washington State Regional Office as well as from the Green Dot National Team.
- **Promoting Leadership & Life Skills:** Green Dot aims to provide students with a broad set of tools, behaviors and skills to prepare them for success in leadership and life. Systems for student leadership such as student government, our student ambassador program, student mentorship, and the School Advisory Council (SAC) give students leadership experience. Our student ambassador program allows students to represent the success of Green Dot’s educational model during school events and tours with external stakeholders. Student ambassadors help guests and visitors understand the impact of a Green Dot education on students’ lives and communities. The SAC provides input to the administrators about school policies and procedures. Participating students have an opportunity to directly impact the way funding is used at their school site, as well as various school policies. In addition, Green Dot schools aim to provide leadership opportunities for students outside of the school setting. External experience is available through partnerships with community programs, job shadowing, volunteer work, mentorships, and summer internships. Lastly, within the school day advisory programs teach and promote life skills and help to reduce dropouts, foster youth development, and enhance academic achievement.

Benefits of a 6-12 School: Not only will operating a secondary school spanning grades 6-12 provide a familiar support system that helps students develop social and life skills, it will also ensure a seamless academic and social transition between grade levels. Our decision to open a 6-12 school is grounded in evidence. In addition to supporting curriculum articulation between grades levels, a 2004 RAND brief suggests that the separation of middle schools and high schools has, on some occasions, adversely

affected students: “The history of reform indicates that a separate middle school has become the norm because of societal and demographic pressures rather than because of scientific evidence supporting the need for a separate school for young teens. In fact, there is evidence suggesting that separate schools and the transitions they require can cause problems that negatively affect students’ development and academic progress.”³ In addition, families benefit from securing placement in a college-preparatory program for the entirety of secondary education.

Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the state standard.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure;
2. Give an overview of the planned curriculum. Identify course outcomes and demonstrate alignment with applicable state standards. Provide, as **Attachment 2**, a sample course scope and sequence for one subject in one grade of each division (elementary, middle, high school) the school will serve.
3. Evidence that the educational program or key elements of the program are based on proven methods; evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population;
4. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students;
5. If the curriculum is not already developed, provide, as **Attachment 3**, a plan for how the curriculum will be developed between approval of the Proposal and the opening of the school, including who will be responsible and when key stages will be completed; and
6. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1.-3. Green Dot has developed a research-based curriculum that is currently used throughout our 19 schools in California, comprising course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, interim assessments and intervention programs. GDPSW will use the Common Core State Standards for English language arts and math, the Next Generation Science Standards for science, and the Washington State Learning Standards for social studies and visual and performing arts. Green Dot’s college-preparatory curriculum framework will ensure that the specific needs and academic aptitudes of our targeted Washington State student population will be addressed. Green Dot Seattle will also offer a range of electives to provide opportunities for students to explore their passions. Green Dot’s basic learning environment will be classroom-based with target student-teacher ratios of 20:1. Students will be grouped in

³ Juvonen, Jaana, et al. *Focus on the Wonder Years: Challenges Facing the American Middle School*. Santa Monica, CA: RAND Corporation, 2004. 113. Print.

heterogeneous classrooms where all teachers will use differentiated instruction. Since Green Dot works to develop intervention programs that address the needs of all students, we require smaller class sizes and offer more courses within our master schedule.

Green Dot Seattle has the flexibility to make adjustments in the final master schedule to adapt to the specific needs of their students. Refer to **Attachment 2** for a scope and sequence for sixth grade English and language arts and ninth grade math. The sixth grade English and language arts scope and sequence highlights GDP SW’s awareness of the necessity for culturally sensitive classroom content.

Intervention Supports: Based on incoming student need, a schedule of intervention and acceleration courses will be provided to Green Dot Seattle students so that all students can complete the required courses:

<p>Literacy Enrichment*: Standards-aligned program for reading is provided to students that test low in reading. Typically, this course is given to students in lieu of an elective class.</p>	<p>Guided Study: All students who do not complete their homework or struggle with it must attend Guided Study after school where a teacher helps them with their work.</p>
<p>Math Support: 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.</p>	<p>Homework Club: Students who are struggling with a particular class or want more support in subject can attend Homework Club, which is offered an hour every day after school and run by a credentialed teacher and/or college interns.</p>
<p>Special Needs/Academic Success: Designated SPED students will be provided extra support to reflect the needs outlined in the Individualized Education Plan (“IEP”). SPED students receive differentiated support in their academic courses through one-on-one instruction, group support and guided instruction.</p>	<p>English Language Development (“ELD”): ELD classes are provided for students entering school as beginning ELLs. These classes aim to improve the English listening, speaking, reading and writing skills of beginning students to at least intermediate proficiency. Green Dot will work to adapt ELD classes to reflect the diverse linguistic needs of South Seattle.</p>
<p>Office Hours: Teachers hold office hours twice a week before or after school to provide additional support.</p>	

Social and Life Skills Development: Green Dot Seattle students will participate in a weekly Advisory class with the same group of students and teachers for the entirety of their secondary school career. Advisory activities are organized around four pillars: 1) school culture and safety, 2) academics, 3) social life skills and 4) civic engagement. During Advisory, students will:

- Discuss issues related to the pressures of being a young adult including but not limited to puberty, relationships, mental health, family, substance abuse, etc.
- Acquire different study skill strategies, test-taking strategies and communication tools that will enable them to succeed in their academic career
- Learn about the college process as they are encouraged to think beyond middle and high school in an effort to realize that the tools they gain today will be beneficial in the near future
- Gain self-efficacy skills that will allow them to address the barriers of learning with resiliency

Working with the same teacher and student peers for the duration of secondary school benefits students with a familiar support system built into the school day. The high level of attention that Green Dot devotes to developing such personalized teacher-student relationships is best demonstrated through our 2012-2013 School Stakeholder Surveys in which more than 80% of students across all Green Dot schools agreed or

strongly agreed with the statements that 1) My teacher makes me feel that s/he really cares about me and 2) Teachers and administrators treat me with respect.

4.-5. Refer to **Attachment 3** for details on textbook selection and curriculum development, as well as recommended curriculum for grades 6-12.

6. Green Dot’s methods of instructions were derived from multiple research-based sources, including Charlotte Danielson’s (2011) research-based *Framework for Teaching*. Green Dot’s CRTF is comprised of five domains that address the key factors necessary to ensure success for all students: 1) Data-Driven Planning and Assessing Student Learning; 2) The Classroom Learning Environment; 3) Instruction; 4) Developing Professional Practice; and 5) Developing Partnerships with Family and Community. Throughout the CRTF, three priorities are reflected that highlight Green Dot’s underlying beliefs around what constitutes good instruction: constructivism, cognitive engagement, and college readiness.

Green Dot Seattle’s curriculum will also draw from the following research-based practices:

<p>Planning and Preparation: <i>“Essential Elements of Effective Instruction” by Madeline Hunter</i> Madeline Hunter developed the teacher “decision-making model” for planning instruction known as Instructional Theory in Practice (“ITIP”). This approach to teaching uses Direct Instruction (“DI”) as the framework for planning. DI refers to a rigorously developed, highly scripted method that is fast-paced and provides constant interaction with students.</p>	<p>Assessment and Learning: <i>“Understanding by Design” by Jay McTighe and Grant Wiggins</i> The emphasis of Understanding by Design (“UbD”) is on “backward design”, the practice of identifying the desired outcomes in order to design curriculum units, performance assessments and classroom instruction that will enable students to achieve these outcomes.</p>
<p>Instructional Technique: <i>“Teach Like a Champion” by Doug Lemov</i> Teach Like a Champion offers effective teaching techniques that have proven successful at Uncommon Schools. The techniques used at Green Dot include No Opt Out, Right Is Right, Stretch It, Format Matters, Cold Call, Wait Time, Everybody Writes, Do Now, and SLANT.</p>	<p>Classroom Environment: <i>Safe and Civil Schools, Randy Sprick</i> Building on over 30 years of experience, the Safe and Civil Schools Program helps foster respect and responsibility in students in conflict resolution as well as improve overall school culture.</p>

Green Dot seeks to raise the achievement level of every student and allocates resources to ensure that students with unique learning needs have equal access to a rigorous, college-preparatory education. Differentiated instruction will take a number of forms including AP and honors courses, purposeful group structures, varying assessments based on need and accommodations and modifications for students with disabilities. This flexible grouping enables students requiring intervention or those with advanced abilities to receive suitably challenging instruction. Teachers will use an appropriate mix of direct instruction, cooperative learning and individual student practice for all lessons. Research has shown these methods are most effective for middle school students, especially students who arrive with lower levels of preparation for rigorous academic study. Additionally, Green Dot has developed a Response to Intervention (“RTI”) model to appropriately match student needs with specific services and resource. (See “Special Populations and At-Risk Students” Question 3 for a deeper explanation of our RTI model.)

Student Performance Standards

Responses to the following items regarding the proposed school’s student performance standards must be consistent with Common Core State Standards.

1. Describe the student performance standards for the school as a whole;
2. Provide the school’s plan for using internal and external assessments to measure and report student progress;
3. If the school plans to adopt or develop additional academic standards beyond the state standards, provide an explanation of the types of standards (content areas, grade levels). Explain how the proposed standards exceed the state standards.
4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents/guardians and students; and
5. Provide, as **Attachment 4**, the school’s exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot Seattle will develop and monitor personalized student performance standards for its students based on student, teacher and community input. These student performance standards will align with the four pillars that Green Dot deems critical for 21st century learners: College-Directed Learners, Cultural Learners, Innovative Leaders, and Life-Long Learners. [Refer here for a sample of student performance standards.](#)
2. Green Dot Seattle will use quarterly interim assessments and benchmarks to evaluate student progress and identify opportunities for intervention and acceleration:
 - **Placement Exams:** Each year, Green Dot plans for all incoming sixth graders and ninth graders to take two placement exams (Scholastic Reading Inventory Diagnostic Test and the Green Dot Math Diagnostic Test). Students who score basic or below basic on the reading assessments are placed in a year-long Literacy Enrichment course to support them in English language arts. Students who score basic or below basic on the math assessments are placed in a course to support them in their mathematics. By assessing the math levels of our incoming sixth and ninth graders, we can properly intervene and support their growth toward meeting one of the Seattle Public School District’s goals of having every eighth grade student prepared to take Algebra 1 as they enter ninth grade.
 - **Interim Assessments:** Green Dot Seattle will use quarterly interim assessments in core areas such as English, math, science and history. In school year 2016-2017, these interim assessments will be aligned to grade-level Common Core State Standards in English and math, Next Generation Science Standards in Science, and Washington State Standards in History. These benchmarks will provide the ability for the school to track individual student progress and provide opportunities for students to become accustomed to standardized testing. Following each benchmark, Green Dot Seattle will host quarterly “Data Days,” during which teachers review interim assessment results together, identify trends, and share best practices. During Data Day teachers review specific subject areas in which students have struggled so that they can return to the classroom and re-teach that information. In addition, Green Dot Seattle will use state tests as an external assessment to gauge student growth and achievement in comparison to students across the state.
3. Every Green Dot Seattle student will take a rigorous, college-preparatory curriculum that will eventually include a character-building, community service element. GDPSW will encourage all students to complete 40 service hours from sixth to eighth grade and 40 from ninth to twelfth grade. Washington State graduation

requirements do not currently require community service hours. Designed to instill a sense of individual and civic responsibility, service learning will enable students to use newly gained skills to solve community challenges. Specifics of this service learning program will be determined in the future based on community needs and interaction with community leaders.

4-5. Green Dot’s promotion and graduation policies will initially be communicated to families in the Student Policy Manual at the beginning of the school year during Parent Orientation/Registration. When a student experiences academic difficulties, a parent-teacher conference will be scheduled with the student to identify areas of difficulty and possible remedial strategies. An action plan that aims to meet the needs of the students will be formulated at that meeting. In addition, parent conferences will be scheduled at the completion of the first and third quarters to provide an opportunity to evaluate each student’s progress. Refer to **Attachment 4** for Green Dot’s promotion and graduation policies for students in grades 6-8. Refer to the [High School Graduation Requirements below for graduation policies for our students in grades 9-12.](#)

High School Graduation Requirements (High Schools Only)

1. Describe how the school will meet the requirements described in **Attachment 4**. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements;
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce); and
3. Explain the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Meeting Curriculum Requirements: In order to graduate high school, all Green Dot Seattle students will:

- Complete the graduation requirements in the table below.
- Achieve a minimum grade point average (GPA) of 2.0. GPA’s will be calculated using a 0-4.0 scale, and will be an average of the grades a student received in all courses taken at Green Dot Seattle.
- Submit a “High School and Beyond” plan, as defined by OSPI
- Meet all Washington State standardized test requirements
- Be encouraged to complete 40 hours of service learning before graduation

Subject	Green Dot Graduation Requirements	Career and College Ready Requirements ¹	SPS Minimum Graduation Requirements	UW College Academic Distribution Requirements
English	4	4	4	4
Math	4	3	3	3
Science (without lab)	2	1	2 ²	0
Science (with lab)	2	2	0 ²	2
Social Studies	3	3	3	3
Occupational Education	1	1	1.5	0
Health and Fitness	2	2	2	0
Arts	2	2*	1	0.5

World Language	2	2*	2-3 ³	2
Electives ⁴	2	4*	4.5 ³	0.5
Total	24	24	21	15

¹According to the State of Washington's Office of the Superintendent of Instruction
²Seattle Public Schools (SPS) Graduation requirements do not differentiate between science with and without lab
³World language counts towards the electives requirement
⁴Elective classes will include Spanish I, Spanish II, AP Spanish, College Prep, Advisory (required), Technology, and Leadership.
*Flexible requirements — 1 arts credit, world language credit, career concentration credit and electives may be substituted according to a student's High School and Beyond Plan.

In order to best prepare the student population in South Seattle, additional intervention classes might be required, in which case 1-2 of the following course requirements might be adjusted: Occupational Education, Health and Fitness, Arts, World Language, Career Concentration, Electives.

Transcripts: Report cards will be issued at the conclusion of each semester. Report cards will be mailed home and include final grades that will be reflected on a student's high school transcript. Green Dot Seattle transcripts will be used to provide relevant information to colleges, and will include a student's class grades, grade point average, and attendance record.

2. Ensuring College and Life Readiness: In addition to exceeding SPS's graduation requirements, meeting OSPI's college and career readiness requirements, and meeting the requirements for admission to the University of Washington, Green Dot's curriculum development will be aligned to the Common Core Standards, the purpose of which is to ensure college and life skill readiness.

3. Support Structures for Students at Risk of Not Graduating: When compared to their peers, students at Green Dot schools are 29% more likely to graduate from high school (88% compared with 59% at comparison schools)³ and four times more likely to graduate with the A-G requirements needed for acceptance into the UC and CSU systems (61% compared with 15% at LAUSD). To accomplish this, Green Dot students work with counselors to create an individual Graduation Plan that lays out a course sequence based on individual interests and goals. It is developed and revisited twice a year by the student and counselor, and articulates the student's personal learning objectives and path. Counselors administer interest-inventories at the start of the process. The end product is a recommended course sequence mapped against graduation requirements and based on the student's skills and interests. Each Green Dot Seattle student will meet with his/her counselor twice a year to provide feedback on his/her Graduation Plan and to review his/her progress. Parents and their students will also have an ability to track progress at any moment through *PowerSchool*, where they can access student grades, test scores and attendance. Green Dot Seattle will conduct trainings to help parents and students more easily access *PowerSchool*.

Additionally, Green Dot Seattle will provide a credit recovery course for students at risk of not graduating. It will also allow students, on a case by case basis, to walk at graduation and complete graduation requirements in order to receive their diploma by recovering credits through summer school.

³The average graduation rate indicated is an average NCES graduation rate.

School Calendar and Schedule

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment 5**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction at a minimum of 180 days; and

- Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 5**, a sample daily and weekly schedule for each division of the school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot Seattle will work with its teachers to implement a longer school year to maximize learning. Green Dot may adapt our school calendar and schedule once we finalize our facility and the district calendar is finalized (to accommodate families who may have siblings in District schools). Refer to **Attachment 5** for a draft school calendar and bell schedule.

- School Year:** Green Dot Seattle will provide approximately 190 days of instruction, which is 10 more days than required by Washington State law. Some of these additional days are early release days (also called minimum days).
- Daily Instructional Hours** (for all grades): The number of instructional hours on Mondays, Tuesdays, and Thursdays is 6.33 hours. To accommodate teacher PD, there will be a one hour late start on Wednesdays. Similarly, the bell schedule on Fridays will let students out one hour earlier to accommodate all staff collaboration. These one-hour early dismissals on Fridays are not the same as early release days, which dismiss students approximately two hours early. Green Dot plans to have approximately 10 early release days for parent teacher conferences, exams and teacher PD. The number of daily instructional hours for each early release day will be approximately 4.5 hours (excluding lunch).

2. The Washington State Executive Director (“Executive Director”) and School Leadership Team (“SLT”) will work together to determine the final bell schedule that best meets the needs of each school. Green Dot Seattle will use a schedule that affords students and teachers the time to do more in-depth studies, projects, experiments, etc. on a daily basis. Based on the below guidelines, all Green Dot Seattle students will receive approximately 1,086 hours of instructional time during the school year.

- School Day:** All of the students attending Green Dot will be required to complete a rigorous, college preparatory curriculum. Below is a table of approximate school day start and end times. The difference in release time between grades 6-8 and grades 9-12 is due to ease dismissal supervision.

Grades	Day	Approximate start and end
6-8	M/T/Th	8:00 am – 3:25 pm
6-8	W	9:00 am – 3:30 pm
6-8	F	8:00 am – 2:00 pm
9-12	M/T/Th	8:00 am – 3:05 pm
9-12	W	9:00 am – 3:30 pm
9-12	F	8:00 am – 1:40 pm

School Culture

- Describe the culture of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development;
- Explain how the school will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year;

3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners (ELLs), and any students at risk of academic failure;
4. Describe a typical school day from the perspective of a student in a grade that will be served in The first year of operation;
5. Describe a typical day for a teacher in a grade that will be served in the School's first year of operation.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1-2. The college-going culture at Green Dot Seattle will be evident to students as soon as they step on campus. Students will be greeted by pennants above each classroom stating that the "Road to College Begins Here". Teachers and Directors will proudly share their college-going experiences, diplomas and challenges. Green Dot Seattle students will also promote and exemplify Green Dot's core values, which will be displayed prominently around the school campus: An Unwavering Belief in all Students' Potential, Passion for Excellence, Personal Responsibility, Respect for Others and the Community, and All Stakeholders are Critical in the Education Process.

Green Dot Seattle's college-readiness commitment will be predicated on creating a personalized learning environment where every adult on campus will be responsible for establishing respectful, nurturing relationships with students. On campus, the School Directors, Assistant Directors and teachers will know students not only by name but as individuals with unique feelings and personal traits. All new students registering at a Green Dot school will be brought together during the summer for an initial introduction to our culture of high expectations ([refer to the Supplemental Programming Section, Question 1 for additional details on Summer Bridge.](#)) During **Summer Bridge**, Green Dot introduces a program called **Safe and Civil**. Safe and Civil emphasizes effective communication and conflict resolution for students and describes how adults provide non-contingent attention (versus attention tied to discipline). The full Safe and Civil course is taught over three years. Directors and Assistant Directors provide ongoing PD to teachers to support the Safe and Civil philosophy around school culture and classroom norms. For students who enroll mid-year, the Advisory class also serves to integrate them into the Green Dot culture. Lastly, Green Dot Seattle's culture will be based on partnerships with student families. Green Dot's tight-knit partnership with families includes open invitations to attend their children's classes, open and regular communication with teachers, and the opportunity to rate the performance of teachers and the school and eligibility to serve on the SAC, which provides input to the School Directors about school policies, procedures, and budget.

3. Green Dot's college-going culture is intended to instill in all students an *unwavering belief* that they can and will go to and through college. Green Dot believes that with the right supports, high expectations and college-going attitude, all students can and will succeed in school and become life-long learners, including students with disabilities, SPED students, and ELL students. In order to ensure school culture takes into account and serves our students with students with special needs, we plan on attending trainings and consulting with the Seneca Center on special education. Green Dot's small schools, small classroom environment and staff commitment to a shared responsibility for learning contributes to a learning environment of safety and literacy. Caring teachers and culturally responsive classrooms will positively impact student achievement and help students develop the resilience and self-confidence to succeed in spite of pervasive risk-factors.

4. A Day in the Life of a Green Dot Charter Seattle School Sixth Grade Student

Time	Activity
7:40-7:55	I arrive at school and am greeted by Mr. Johnson, our Director of Middle School Programs, as I enter the campus. At 7:55, the bell rings, and our group immediately heads to the morning assembly.
8:00-8:55	At the assembly, Mr. Johnson announces a College Dress Day for Friday because everyone did their homework last week.
9:00-9:55	Arriving at English class, Ms. Youman greets me with a "Good morning, Kiera" and handshake. Last class, we worked in small groups focusing on understanding one poem. Today, we go around the room, and one student from each group leads a discussion of their group's interpretation.
10:00-10:55	After warming up in P.E., I work through the small group centers that focus on balance. The teacher encourages me and challenges some groups to complete the centers with their eyes closed.
11:00-11:45	We start Advisory reading silently for twenty minutes. Afterwards, Ms. Smith reviews the agenda for our upcoming field trip to local universities next week.
11:50-12:20	During lunch, I eat with my friends and talk about our school's upcoming basketball tournament.
12:25-1:20	Math! It's definitely my hardest subject this year. After our class finishes the "Do Now", we complete independent practice on the math concepts we learned last week. I feel frustrated that I missed four out of the ten practice problems but make a note to myself to stop by Mr. Torres' office hours.
1:25-2:20	It's finally time for my favorite class - Earth and Space Science! I've been working hard on my 3D solar system model since the whole school will get to see it at our Parent Night tomorrow.
2:25-3:20	My last class for the day is Art. This year, our school has been working on a project to improve our outdoor space, and we spend the class painting a mural.
3:30-4:30	I walk to the extended learning program with my brother. After eating a snack and reading a book, I work on my math homework with the tutor. When I get stuck, I get permission to walk back to my classroom and ask Mr. Torres.

5. A Day in the Life of a Green Dot Seattle Sixth Grade Teacher

Time	Activity
7:00-7:55	The staff lounge is bustling as teachers make copies, check e-mails and meet with their departments. In my classroom I write out the day's agenda, homework on the whiteboard.
8:00-8:55	Mr. Johnson, our Director of Middle School Programs, has called a special, all-school morning assembly. After greeting each of my students as they enter the room, reminding them of the morning procedure, and leading a few enthusiastic college cheers, I quickly grab the college banner for our class and line my students up to head to the assembly.
9:00-9:55	Today, I'm excited to begin a brand new unit in Math! After teaching the new concept to my students, my students work independently and then in partners. I spend every second of in-class time working with students to be sure they are mastering the math concepts to get them to college.
10:00-10:55	My students start Advisory reading silently. Afterwards, I teach a mini-lesson on financial responsibility and the importance of saving for college.
11:00-11:45	During my planning period, I review this week's formative assessments and adjust my weekly plan based on the data. Mr. Johnson stops by to give me feedback on yesterday's lesson.
11:50-12:20	I eat in the staff lounge and chat with other teachers on strategies to improve rigor in our classrooms. At 12:10pm, I head back to my classroom to set up for my next lesson. Mike, a student that had struggled in the early months, comes into my classroom a few minutes early to ask for help on last night's homework.
12:25-1:20	My second math class begins. After reviewing the "Do Now" with the class, I put several problems on the board and have small groups work on them. When I see groups become stuck, I come over to assist them. Before the class ends, I review the homework assignment for tomorrow.
1:25-2:20	At 2:00pm, the peaceful buzz of students' group work is interrupted by a disruption from one table. After investigating, I find that Jason and his partner, Amanda are having a disagreement. I revisit the behavior expectations and conflict resolution strategies from Safe & Civil and soon they resolve their conflict.
2:25-3:20	Last class of the day! At 2:45pm, I administer the mini-assessment to see if last week's work paid off and then continue work on our new math unit.
3:30-4:30	On Wednesdays, I hold office hours for my students. Providing one-on-one tutoring to my students is the favorite part of my week since it helps me learn more about their needs and how to improve their growth.
4:30-5:00	I pop into my colleague's classroom to say hi and end up helping her display writing samples on the wall. Around 5:00pm, I pack up. This evening, I'll complete my lesson plans for the week.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs, and how they will be funded;
2. Describe the extra or cocurricular activities or programming the school will offer, how often they will occur, and how they will be delivered and funded;
3. Describe the programs or strategies the school will employ to address student mental, emotional, and social development and health; and
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. All new students registering at a Green Dot school are brought together at a Green Dot campus during the summer for an introduction to our culture of high expectations and personal accountability. **Summer Bridge** typically lasts for two weeks, runs from 8am-12pm and is staffed by existing teachers at the school (in the first year, teachers who are hired early will be given the opportunity). We plan to hold longer Summer Bridge in future years. During Summer Bridge, students meet with their future teachers, attend classes and take initial placement exams. Throughout the summer, Green Dot academic teams analyze diagnostic test scores and students assessed below grade level are assigned to RTI levels. Counselors, special education teachers and curriculum specialists review Individual Education Plans (“IEPs”) and student transcripts, developing appropriate interventions that are shared with classroom teachers. Summer Bridge is typically funded through grant money or philanthropic funds. We have currently planned for sixth grade Summer Bridge, but would look to add ninth grade Summer Bridge as needed.

Parents are notified of Summer Bridge when they receive their student’s enrollment packet. Other supplemental programs are communicated to parents through flyers from their students, the Parent Academy, school newsletters, and automated calls through Blackboard.

2. Green Dot Seattle believes that co-curricular sports, clubs and community service activities are central to an effective education. Depending on student interest and sufficient fundraising, we aim to eventually offer a variety of boys’ and girls’ sports. Sports may be offered as early as the school’s first year of operation (typically one boys’ and one girls’ sports team in the first year). Practice and game facilities are secured through partnerships with local parks, recreation centers, Boys’ and Girls’ Clubs, and in some cases, district facilities. Green Dot Seattle will also offer a variety of clubs & activities outside of the academic program. Depending on student interest and budgetary constraints, this may include, but would not be limited to, backpacking trips, ropes courses, debating teams, chess club and other student-initiated activities. Green Dot schools typically offer a smaller number of clubs, sports and activities in the school’s first year of operation but then expand programs in subsequent years based on student interest.

3-4. Green Dot recognizes the critical importance of community-based services and parental involvement in addressing the out-of-school challenges that present barriers to student attendance and ultimately stall gains in student achievement. The Washington State Executive Director will work to replicate Green Dot’s approach to collaborating with the community and providing a comprehensive and integrated set of wraparound services and supports to students, families and community members including vision

screenings, programs for high-risk youth and supports for youth in foster care. In recruiting partners, Green Dot Seattle will seek out both national organizations as well as local community partners with an established track record of providing high-quality, culturally competent services. GDPSW has identified **Comprehensive Life Resources** and **Good Samaritan Behavioral Health**, local behavioral health agencies licensed through the state of Washington Division of Behavioral Health and Recovery, as potential partners to help integrate mental health supports into the GDPSW classrooms as well as build emotional and social resiliency. GDPSW will also seek out additional organizations with an established track record of providing high-quality, culturally competent services to the community, such as Pioneering Counseling Services, Consejo Counseling & Referral Services, and Therapeutic Health Services. The design process will involve a comprehensive needs assessment and input from teachers, parents and community members to ensure that solutions are community-driven. Efforts will also ultimately be focused on building the capacity of partner agencies to monitor performance and operations.

Special Populations and At-Risk Students

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate. All responses should indicate how the school will comply with applicable laws and regulations governing service to these student populations.

1. Describe the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan should address how the school will meet students' needs in the least restrictive environment;

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot Seattle will follow child-find procedures to identify all students who may require assessment for special education and related services. If a student is referred to be assessed for special education, Green Dot Seattle will comply with all provisions of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974 and the Americans with Disabilities Act of 1990, Title II. Green Dot Seattle will also comply with all Washington State statutes and regulations including the Revised Code of Washington (RCW 28A.155) and the Washington Administrative Code (WAC 392-172A). Several processes will act as safety nets for students to make sure they are getting the support they need and not falling through the cracks including: **1) Data Analysis, 2) Response to Intervention and 3) the Student Success Team**. Specific supports may vary depending on what would be most helpful for all students within the school, or for specific groups or individual students. We plan to attend trainings and consult with the Seneca Center in order to ensure thorough compliance with Washington State law in regards to serving special education students.

Green Dot strives to provide students with a learning experience characterized by appropriate rigorous academic instruction and high expectations for college readiness within an inclusive learning environment. For students who are intellectually gifted, Green Dot Seattle plans to provide flexible grouping, leadership opportunities, and AP courses. Green Dot Seattle leaders (primarily the Regional Instructional Coach and Executive Director in Year 1 until a Regional SPED Administrator is hired in Year 2) will work with Green Dot's National Office Special Education Team and outside organizations such as **Comprehensive Life Resources, Good Samaritan Behavioral Health**, and the **Seneca Center** to create an environment where all students are held to high expectations but still individually supported. In addition, Green Dot Seattle will consult with local experts, including the Puget Sound Educational Services District, to identify the most effective service providers in the community as well as assess any target subgroups within the

community's SPED student population. An inclusion model with external support will be utilized at all grade levels to ensure students' needs are being met in the least restrictive environment ("LRE"). GDPSW has budgeted for one SPED teacher and two SPED aides to support appropriate implementation of practices from the first year, budgeted for additional services for students, and added staff supports as the school grows.

2. Identify the special populations and at-risk groups that the school expects to serve and explain the basis for these assumptions. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students;

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

While open to all students, Green Dot Seattle will make a substantial effort to recruit the underserved special populations and at-risk groups in South Seattle and potentially Highline. Green Dot is using the average of all 6-12 schools in South Seattle to estimate our anticipated population until we find a facility. Based on this composite, Green Dot Seattle anticipates serving a student population that is 16% SPED, 13% ELL, and 74% FRL. In addition, Green Dot anticipates that students will be multiple grade levels behind and require a set of academic and socio-emotional interventions to help remediate and accelerate all groups of students.

Green Dot has targeted South Seattle as an area of great need after conducting a thorough analysis of the available research on school quality, educational opportunity, student demographics and academic achievement across the state of Washington. According to an analysis of Seattle Public School data released in November 2015 by the Center on Reinventing Public Education, 75% of the lowest performing schools in the Seattle system were located in South Seattle. The report also revealed that none of the schools in Southeast Seattle were performing above the median on student academic success measurements. According to the Washington State Report Card, South Seattle currently serves 6,787 6-12 students with approximately 47% of these students attending one of the four neighborhood middle schools (Cascade, Denny International, Kurose, Mercer). For the 2013-2014 school year, the OSPI identified one of the four South Seattle middle schools and four of the eight high schools as being on the Priority Schools List, placing these schools among **the lowest 5 percent of Title I schools in the state**, based on achievement on the statewide assessments, with a demonstrated a lack of progress on those assessments over three years. Despite these challenges, South Seattle has proven itself to be an incredibly innovative and vibrant area where current models around expanded learning and enrichment (particularly the IB program at Rainier Beach High School) and restorative practice in discipline are beginning to show early success. Green Dot believes that providing a high-quality, rigorous middle and high school education will help contribute to changing the odds for families and their students in South Seattle.

As described in more detail in Questions 3-5, Green Dot will deploy several support strategies and use multiple resources to meet the diverse needs of the South Seattle students in grades 6-12 including **1) Data Analysis, 2) Response to Intervention** and **3) Student Success Team**. Community involvement and parent engagement will also be critical success factors to ensure that students' needs are being met. Green Dot seeks to partner with families, community members and Seattle Public Schools to improve education and student outcomes in Washington State.

3. Explain more specifically how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports the school will provide, including the following:
 - a. Methods for identifying students with special education needs and avoiding misidentification;

- b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs;
- c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
- d. Plans for promoting graduation for students with special education needs (*high schools only*); and
- e. Plans to provide qualified staff adequate for the anticipated special needs population.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

3a-b. In accordance with the child find requirements under IDEA, Green Dot Seattle will use a Student Success Team ("SST") and the RTI model to ensure students receive high-quality instruction matched to their needs. Green Dot will provide all students, including students with disabilities, with access to the general academic curriculum as well as all other educational programs and services provided for other students. Non-academic services and extracurricular activities will be provided in a manner that ensures an equal opportunity for participation by students with disabilities. Students with mild/moderate and/or moderate/severe disabilities will be included within our general education classroom environment and will be provided the accommodations, modifications, supports and resources necessary to be educated in the least restrictive environment (LRE), unless the IEP requires otherwise. Whenever a student's IEP determines that he/she be educated outside the general education environment, every effort will be made to ensure it would be the LRE and that all supports, accommodations or resources have been tried.

- **Student Success Team ("SST"):** Green Dot Seattle will implement a SST to ensure that all students who are struggling academically or behaviorally are identified by key stakeholders. Members of the SST can include administrators, teachers, counselors, parents, students as well as outside service providers, if applicable. When a student first enrolls, the SST will review the student's cumulative file records to identify history and analyze various sources of data such as attendance, grades, standardized tests and other assessments, teacher reports and observations. Through the examination of this data, the student will be grouped into the appropriate tier of leveled support. Strategies of various intensity levels will be applied to students within each RTI.
- **Response to Intervention ("RTI"):** RTI is a process that improves academic success through data analysis, targeted instruction and interventions and progress monitoring to prepare students for college, leadership and life. Green Dot's RTI process uses extensive intervention programs and supports, monitors the progress of the students who are receiving targeted interventions and uses data to identify how students are responding to interventions. Additional interventions are then determined to meet the targeted population. [Refer here for more details about the RTI model.](#)

Green Dot acknowledges the immense need to serve the SPED population in South Seattle, as The Road Map Project released a 2013 report showing by sixth grade, only 25% of South Seattle and Highline SPED students performed at grade level in reading, as opposed to 80% of non-SPED students. Green Dot looks forward to working in tandem with the increased focus on Special Education services under the district's October 2013 Corrective Action Plan (CAP), which includes a commitment to a minimum of one "Continuum Elementary School" per middle school service area, and to all secondary schools providing a full continuum of Special Education Services.

3c. Once it has been determined that a student qualifies for SPED and/or related services, the IEP team, including members outlined in WAC 172A-03095, will meet to discuss the identified areas of need. The team will collaborate to create an IEP for the student that includes strengths, weaknesses, measurable annual learning goals and behavioral goals that may include the development of a Functional Behavioral

Assessment (“FBA”) and Behavior Intervention Plan (“BIP”) for students with identified difficulties in behavior. Green Dot Seattle will provide appropriate personnel, including SPED and related service personnel, with copies of the IEP and training in using special education strategies. Each special education student’s progress towards his/her IEP goals will be monitored regularly in accordance with IDEA and WAC 392 172A-13110 to ensure that the student’s needs are met and necessary supports are provided to ensure his/her success. Parents will also be provided reports of progress within the school quarterly progress reporting system, as well as within the annual IEP review.

Only certain classifications of disability are eligible for an IEP. Students who do not meet those classifications but still require some assistance to be able to participate fully in school may be candidates for a 504 plan. Green Dot will ensure that, in accordance with Section 504, the student has equal access to an education and there are no barriers to participation in the activities of school. A school 504 team, composed of school staff and professionals, will screen all referrals to determine whether evaluation is needed and whether or not a student is found eligible for services under Section 504. The assessment report will include the child’s educational performance including instructional strengths and weaknesses. This report will also include a summary of standardized test data, attendance information and samples of classroom performance. Other information may be used where appropriate, such as results of medical, psychological, speech/language, physical therapy (PT), occupational therapy (OT), developmental, vision and hearing evaluations. Once a 504 Plan is determined necessary, the student may receive accommodations and modifications in the 504 Plan to ensure success in the general education.

3d. Students who have an IEP may default to the Green Dot Minimum Graduation Requirement in order to receive their high school diploma. Students with an IEP are eligible for the program during the end of their sophomore year at the recommendation of the IEP team during an IEP meeting. The completion time for the minimum requirements should be stated in the student’s IEP, as well as the designed assessment instrument as outlined by OSPI’s Washington Alternate Assessment System (WAAS).

3e. Green Dot Seattle will hire SPED teachers and SPED aides to serve students with disabilities in accordance with the support level needed to implement the related services and specialized instruction detailed on the IEP. In Year 1, Green Dot anticipates hiring one SPED teacher and two SPED aides. All personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental health professional) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. Speech language, occupational and physical therapy services may be provided internally or contracted to external providers for students who qualify. These SPED and related service providers will have the opportunity to collaborate with their general education peers in grade-level department meetings.

4. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
 - a. Methods for identifying ELL students and avoiding misidentification;
 - b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the academic program for these students;
 - c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services; and
 - d. Means for providing qualified staffing for ELL students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. a.-d. Green Dot Seattle will serve English Language Learners (“ELLs”) based on the U.S. Department of Education’s six steps of progression through an ELL program. Green Dot Seattle will also comply with WAC

392-160, including but not limited to, WAC 392-160-015.

1) **Enrollment:** Green Dot will not discriminate based on English language proficiency or immigration status. Our enrollment form will not request a social security number. We will provide our families communication in a language they understand. The current budget includes three ELL teachers at scale. Once we identify the percentage of ELL students at our schools, we will tailor our ELL staffing needs. All teachers will also be given PD in teaching English language learners in their appropriate content areas.

2) **Identification:** The identification process for every student will include a Home Language Survey that will serve to identify all students' primary or home language as well as a family's potential need for interpretation or translation. The ELL team will meet with guardians of all students identified as having a primary or home language other than English to discuss the results of the assessment and the educational plan the school will follow to support their child's educational needs.

3) **Assessing Students' Language Proficiency:** If a student's Home Language Survey indicates that a language other than English is spoken in the home, Green Dot Seattle will administer the Washington English Language Placement Assessment ("WELPA") within 30 calendar days of initial enrollment and annually thereafter during the state-established testing window until the student is re-designated as fluent English proficient.

4) **Placement and Services:** Green Dot will use a number of bilingual teaching strategies in addition to its core program, including Specially Designed Academic Instruction in English ("SDAIE"). On a bimonthly basis, the ELL Coordinator will meet with both classroom teachers and grade level teams to assess the progress of ELL students. The ELL Coordinator and classroom teachers will be responsible for monitoring the assessment of ELL students, reevaluating services and communicating with ELL students' families on a quarterly basis about their children's progress.

5) **Transition/Exiting ELL Support:** The progress of ELL students towards proficiency will be assessed annually using the WELPA. Results will be used to determine whether each ELL student is meeting Annual Measurable Achievement Objectives for English language proficiency as well as determine which students are no longer considered ELLs. The WELPA results will be used to regularly assess a student's ELL designation and ongoing need for any extra language support.

6) **Monitoring:** Once a student gains sufficient proficiency in English, he/she will be re-classified and will no longer participate in extra language support programs. The ELL Coordinator and the classroom teachers will continue to monitor the student's progress for an additional two years.

5. Explain how the school will identify and meet the learning needs of at-risk students as defined RCW 28A.710.010(2):

"At-risk student" means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, students who do not meeting minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

To identify and meet the learning needs of at-risk students, Green Dot uses a data-driven approach from the first contacts with a student, which in turn, enables our administrators and teachers to adequately plan the right portfolio of services. Green Dot's approach to implementing a portfolio of interventions for students

that struggle with achieving educational success, whether due to academic or economic disadvantages, includes: 1) using data to identify and ensure targeted interventions and 2) providing tailored academic as well as nonacademic supports in order to promote high achievement. Green Dot Seattle's culture of data analysis will help determine which students are not making expected levels of progress in reading or math on standard measures. The school will conduct an analysis of standardized testing results, a quarterly review of benchmark assessments or student behavioral or attendance data and ongoing grade-level progress monitoring. Other data reviewed may include discipline data or classroom progress reports. Green Dot's practice of continuous assessment of progress ensures appropriate instructional decision-making, teacher supports based on student performance outcomes and the provision of rigorous learning experiences for at-risk students. As mentioned before, Green Dot's RTI model supports academic success through data analysis, targeted interventions and progress monitoring in order to prepare all students for college, leadership and life.

6. Explain how the school will identify and meet the needs of highly capable students, including the following:
 - a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
 - b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
 - c. Means for providing qualified staffing for intellectually gifted students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Green Dot Seattle will also serve the needs of intellectually gifted students in accordance with Washington State law and policies. Students achieving above grade level will be identified through standardized test scores, teacher assessments and grades and benchmark data. Green Dot Seattle will support all instructors in the development of materials and curricular enrichment activities so that gifted students are pushed across content areas. Students found to be achieving above grade level will have an opportunity to excel through flexible grouping of students within classes, differentiated instruction in the classroom in all subject areas, potential enrollment in AP courses, and community service/leadership courses that allow them to apply their knowledge in authentic contexts to improve the school. Flexible grouping allows more appropriate, advanced and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of students above grade level.⁴ Differentiated learning classrooms where gifted students reside will be given additional or complementary assignments that challenge their thinking, while adding greater depth and complexity to the curriculum.⁵ Depending on student performance levels and teacher capacity, AP classes will be scheduled to provide concentrated high-rigor courses and allow students the opportunity to earn college credit through excelling on the AP exams. The community service/leadership courses that the School Directors lead will push academically gifted students to apply their intellect to authentic projects that serve to improve the school's culture, structure, and environment.

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

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

Student Recruitment and Enrollment

1. Explain the school's plan for student recruitment and marketing that is culturally inclusive and will provide equal access to interested students and families. Specifically describe the school's plan for outreach to at-risk students; and
2. Provide, as **Attachment 6**, the school's enrollment policy, which should be culturally inclusive and include the following:

- a. Tentative dates for application period and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
- b. A timeline and plan for student recruitment/engagement and enrollment;
- c. The lottery procedures that will be used should student interest exceed capacity;
- d. Policies and procedures for student waiting lists, withdrawals, reenrollment, and transfers; and
- e. Explanation of the purpose of any preadmission activities for students or parents.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1-2. Green Dot is experienced in engaging parents, students and the community as part of the student recruitment process. Refer below for our student recruitment and marketing plan and to **Attachment 6** for Green Dot's plan and enrollment policy.

Student Recruitment and Marketing: The Washington State Executive Director will partner with the National Office Advancement team, and potentially with the Parent Coordinator (to be hired early), to develop a multi-pronged outreach strategy. We will conduct this outreach in the specific neighborhoods we identify as having at-risk students.

- **Prong #1 – Meet with Key Influencers:** The Washington State Executive Director will be responsible for leading community organizing to gain support for the school. She will host one-on-one meetings with major influencers including community based organizations, administrators (“CBOs”), counselors and teachers at feeder elementary schools, churches, elected officials, non-profit/social service providers, neighborhood councils, civic and political leaders, alumni and the media at least **eighteen months** prior to the opening of the school, with a particular focus on CBO's representing at-risk students and academically underserved families. The purpose of these meetings will be to build relationships, learn about each group's interests and understand how to earn their support. The Executive Director will also make an effort to meet with any opposition to clarify any misinformation and understand the potential sources of concern. Following the one-on-one meetings, Green Dot will continue to build support for its schools by asking advocates to speak on its behalf and hosting large community gatherings. We will also conduct extensive neighborhood analysis to understand feeder patterns and the profiles of other schools in the area.
- **Prong #2 – Meet with Parents:** Green Dot will directly reach out to current, surrounding area and feeder school parents (if provided access) through brochures, flyers, phone banking, door knocking, open houses and information sessions at least **ten months** prior to the opening of the school. The purpose of these communications will be to provide information about Green Dot, identify common concerns around charters (e.g., public schools, serving at-risk students) and address concerns through direct and consistent messaging. Green Dot will highlight its service to students, demonstrate to parents and other key stakeholders what high performing schools look like and honor the traditions and culture of the existing community while offering the promise of a safe and high quality education. In addition, we plan to highlight the additional supports we provide including wrap-around services, leadership opportunities, and after-school programming. To build credibility, Green Dot will have key community influencers attend parent meetings, and we will offer virtual tours of Green Dot California schools and testimonials from Green Dot students and families. We have philanthropic resources to support bringing a group of families and community leaders to visit Green Dot schools in California to see the model in action.
- **Prong #3 – Foster Relationship with Students:** We plan to launch a number of activities to ensure student involvement at least **six months** prior to the opening of the school. This plan will include presentations and videos at feeder elementary schools and community events so that students understand the “Green Dot Difference” and have a sense of what a Green Dot school is like. Presentations will include an introduction to Summer Bridge. In addition, we plan to use these

sessions as a two-way conversation so we can learn about their thoughts, worries and concerns and ease their fears about transitioning to middle school. We will set up virtual Q&A sessions for them with current Green Dot students in California so they can hear from actual students, and we will highlight the student organizations and activities they can be involved in upon enrolling.

School Outreach to At-Risk Students: The Executive Director, Manager of Finance and Business Affairs and the Directors will be responsible for student recruitment and retention. Green Dot Seattle will tailor its student recruitment efforts and student enrollment processes to attract all students, including those classified as “low-achieving” and “economically disadvantaged.” Specific outreach activities will include: extensive grassroots marketing; simple and easy to understand forms and brochures and removal of any language/messaging that may traditionally deter underserved student populations. We will also adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

Student Discipline

1. Describe in detail the school’s approach to student discipline. Provide, as **Attachment 7**, the school’s proposed discipline policy. The proposed policy must be culturally responsive and comply with any applicable state laws and Commission policies. The plan should provide evidence that it is based on research, theory, experience, or best practice. The description of the school’s approach and the proposed policy should address each of the following:
 - a. Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
 - b. A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled, respectively;
 - c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
 - d. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.
2. Discuss how students and parents/guardians will be informed of the school’s discipline policy.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1a. Green Dot’s discipline policy is based on the research and philosophy of **Restorative Practice**. Restorative Practice means that individuals who hurt the school community must make amends and give back to the community for their infraction. The “giving back” does not necessarily replace punitive actions that may result from the infraction. Rather, they are often in addition to such actions. Therefore, students who violate Green Dot Seattle’s Code of Conduct will often face a *restorative consequence* – an opportunity to give back to the community and repair relationships they have damaged. This concept of honoring the community and the relationships within our community is a foundation of our program.

Restorative consequences are typically designed to restore the wrong doing. If graffiti was the infraction, covering the wall with paint is a reasonable restorative consequence. When trust is broken, facilitated conversations and or apologies may result. The goal is that students always take responsibility and make amends. Green Dot has achieved clear success with its discipline philosophy at our existing Green Dot schools in California. In our 2012-2013 School Stakeholder Survey, more than 90% of students either agreed or strongly agreed with the statement “There are clear expectations for behavior in this class.”

Green Dot Seattle's Code of Conduct: Below is an outline of Green Dot Seattle's recommended Code of Conduct. However, the Green Dot Seattle Directors, teachers and students may make adjustments to adapt to the specific needs of their school community.

- I'm choosing to be here.
- I'm here to learn and achieve.
- I'm preparing for college, leadership and life.
- I'm contributing to a safe, respectful, and cooperative community.
- I'm responsible for my actions.
- I'm proud of my school!

Discipline System Framework: Green Dot's Discipline System Framework is designed to create a safe, respectful and cooperative community. Within the framework, there are three discipline levels:

- **Level 1 Demerits** (Applicable only to grades 6-8; grades 9-12 will use a merit system): The demerit/merit program serves as the foundation to Green Dot's approach to reinforcing positive behavior. Each student receives a merit and demerit card. The merit card tracks exemplary behavior/actions. When a staff member observes exemplary behavior, s/he will ask for the merit card and provide a merit. Students that meet merit goals are awarded according to an incentive menu (i.e., pizza party, BBQ lunch, dances). The demerit card tracks minor infractions (i.e., uniform violation, off-task during class, gum-chewing, foul language). When a staff member observes an offense, s/he respectfully asks for a student's demerit card and records the following: offense code, date of offense, signature. After receiving six demerits, the student is assigned a three-hour afterschool detention.
- **Level 2 Referrals:** Level 2 violations involve actions that significantly impact a high achievement culture and community of safety, respect and cooperation (i.e., instigating a fight, insubordination, bullying). Students exhibiting Level 2 infractions should be referred to school administration. In addition to a referral, teachers are expected to use the incident as a teaching/relationship building opportunity and follow up with the student and parent. The line between Level 1 and 2 infractions is sometimes gray. During these gray situations, the teacher is expected to balance the needs of the individual student against the needs of the class. It is important to remember that once a student is removed from the classroom, the student loses valuable academic time. However, if the student is uncontrollable and is preventing others from learning, the student should be removed. Reasonable effort to address the situation is expected in order to maximize academic time for all students.
- **Level 3 Suspensions:** Level 3 violations involve actions that are very serious violations of the school's Code of Conduct and/or are criminal violations of Washington State law (i.e., drug possession, theft). Typical consequences include suspension or referral to a Discipline Review Panel.

1b. Refer to the **Suspension/Expulsion Offenses** section in **Attachment 7**.

1c. In the case of a student who has an IEP or a student who has a 504 Plan, Green Dot Seattle will ensure that it follows disciplinary procedures that comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973.

1d. Refer to the **Expulsion Procedures, Appeal Rights** and **Future Placement** sections in **Attachment 7**.

2. The school's discipline policy will be published at the beginning of each school year in the Parent-Student Handbook, which will be reviewed with parents and students at Parent Orientation/Registration. Parents may be notified in the event of a detention. Refer to **Attachment 7** for more details on parent notification.

Conversion Schools

Proposed conversion schools must explain in detail the steps taken to engage the entire school community as well as the plan for continued stakeholder involvement.

1. Explain the plan to cultivate student and parent investment in the school turnaround, especially how the school plans to limit attrition from the existing student body.
2. Discuss specific ways that you will engage and transform the existing school culture during the pre-launch period and the first year of operation.
3. Provide, as **Attachment 8**, evidence of demonstrated support for the proposed conversion. Specifically, proposed conversion schools **MUST** provide a petition signed by a majority of teachers currently assigned to the school and/or a petition signed by a majority of parents of students currently attending the school.
4. Describe the applicant's prior experience in taking over or turning around an under-performing school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not applicable. Green Dot is not requesting approval to operate a conversion school.

Family and Community Involvement

1. Describe the role to date of any parents/guardians and community members involved in developing the proposed school. Include other evidence of parent/guardian and community support for the proposed charter school;
2. Describe what the school has done to assess and build parent/guardian and community demand for the proposed school and how the school will engage families and community members from the time that the school is approved through opening;
3. Describe how the school will engage parents/guardians in the life of the school. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from or offer to parents/guardians; and
4. Discuss the community resources that will be available to students and families. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 9**, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1-2. To date, Green Dot has spoken with a range of community and parent leaders, as well as Washington State Charter School Association representatives, district superintendents, union leaders, community partners and foundation leaders, to better understand parent and community needs and context in Seattle and Washington State. Green Dot has met 1:1 with the leaders and organizations listed in **Attachment 9** to get input on our model and gauge community interest. Green Dot will continue to engage these leaders and other neighborhood organizations with extensive outreach efforts to the community planned to start directly after authorization. Work with these community leaders has provided additional evidence that validates the

data regarding educational inequity, and is an early step in identifying champions within the community.

Green Dot hosted two community events in July to speak directly with South Seattle parents. Outreach for these events included distributing flyers and information to a variety of local organizations (Rainer Vista Boys and Girls Club, Neighborhood House, Catholic Community Services Youth Tutoring Programs at High Point and Rainier Vista, Refugee Women's Alliance, Seattle Housing Authority, Atlantic Street Center, and the above organization heads). The events were held in at community centers in the West Seattle and Rainier Valley neighborhoods. Refer to **Attachment 9** for additional details on these events and attendees.

Green Dot's continued community outreach will include churches, Boys' and Girls' clubs, neighborhood associations and other civically minded organizations located directly in the communities we hope to serve. We will also hold open houses and community meetings that will be advertised through newspaper ads, church announcements, door flyers and other communication vehicles.

3. Green Dot Seattle will have the following elements to engage parents/ guardians:

- **Parent Coordinator:** As the front line of communication and relationship with families, a full-time parent coordinator will be at the school. The parent coordinator's responsibilities include conducting community outreach, organizing parent volunteers, addressing parent needs, recruiting new students, giving student tours and organizing workshops for parents and students.
- **Parent Trainings:** Green Dot Seattle is committed to actively integrating parents/guardians into all aspects of their students' school experience by offering the Green Dot Parent Academy, an eight-month program that consists of one two-hour workshop per month from October through May culminating in a Parent Graduation in June. The goal of the program is to empower parents to become leaders who engage other parents to support and improve their children's schools. The Parent Coordinator leads this program with support from the Washington State Executive Director. Specifically, the modules cover the following topics: The Green Dot Difference, Family-School Communication, Middle School 101, High School 101, College-Readiness, PowerSchool, Effective Teaching, Educational Equity.
- **Parent Service Hours:** In order to build an engaged and supportive parent community, Green Dot Seattle will recommend that parents provide 35 service hours to the school each year. Parents are invited to attend parenting, computer and English classes (as necessary), as well as college and financial aid workshops. Parents have many additional opportunities to complete volunteer hours including assisting in the office, supervising before and after school, at lunch, during fieldtrips and school events, fundraising and attending parent workshops, meetings, and community events. Parents may also earn volunteer hours for hosting homework and study sessions in their home, regularly checking and signing student homework logs and completing parent surveys.
- **School Stakeholder Surveys:** Green Dot Seattle will conduct an annual School Stakeholder survey to gauge family involvement and satisfaction as well as incorporate family feedback. At our existing Green Dot schools in California, in our 2012-2013 School Stakeholder Survey, more than 90% of families across all Green Dot schools either agreed or strongly agreed with the statements that 1) Teachers at this school have helped my student set high academic goals and 2) Teachers at this school have helped my student to meet his/her academic goals.

Green Dot Seattle will hold community breakfasts as a formal forum for the public to provide input into the school model. Informally, families will have consistent access to the Green Dot School Leadership Team as needed.

4. Green Dot is in the beginning stages of building community partnerships in South Seattle and therefore

cannot cite specific organizations that have agreed to potentially partner with us; however, we are seeking to engage and offer services through community partnerships in the following areas: youth development, tutoring, mentorship, social support, advocacy, family engagement, and primary health. We will primarily seek in-kind partnerships, and should GDPSW seek fee-based support, we would also need to seek matching philanthropic support. Refer to **Attachment 9** for existing evidence of support from community partners. In addition, The Executive Director and the School Leader will track support, engagement and involvement via an online system. We are currently piloting NationBuilder and will assess if this is the best platform for Green Dot Washington State.

Educational Program Capacity

1. Identify the key members of the school's leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.
2. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
 - a. School leadership, administration, and governance;
 - b. Curriculum, instruction, and assessment;
 - c. Performance management; and
 - d. Family and community engagement.
3. Describe the group's ties to and/or knowledge of the target community.
4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.
5. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Discuss the evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that they have completed or are currently participating in. Provide, as **Attachment 10**, the qualifications, resume, and professional biography for this individual. Provide specific evidence of the leader's ability to effectively serve the anticipated population.

—OR—

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and instead provide as **Attachment 10** a job description and qualifications for the school leader.

6. Describe the responsibilities of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions. For any positions not yet filled, explain the timeline, criteria, and process for recruitment and hiring. Provide, as **Attachment 11**, the qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications.

7. Explain who is currently or will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate these individuals.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Key school site leaders for Green Dot Seattle will include:
- **Executive Director:** The Executive Director will directly contribute to governance and management of Green Dot Seattle and ultimately be responsible for its success.
 - **School Directors** (Director of Middle School Programs and Director of High School Programs): The Directors are the primary leaders of the school, are accountable for the school’s academic performance and operations, and report to the Washington State Executive Director. There will eventually be two Directors at Green Dot Seattle: one leading grades 6-8 (Director of Middle School Programs), and one leading grades 9-12 (Director of High School Programs). In Year 1, only the Director of MS Programs will be necessary to lead and set culture of grade 6, and eventually grades 6-8. In Year 2, he/she will partner with the Director of HS Programs who will lead culture into grade 9, and eventually grades 9-12. We hope to hire the Director of MS Programs after authorization.
 - **Assistant Director(s):** In Year 1, one Assistant Director of MS Programs will support the Director of MS Programs in instructional leadership, summer planning, academic interventions, special education, budget, school evaluation and oversight, parent and community outreach, testing, enrollment and attendance, extracurricular programs/activities and other school-site responsibilities. Assistant Directors will report to their assigned Director.

School-site leaders will be supported by the National Expansion Growth Team, Green Dot’s National Office and the Washington State Regional Office. [Refer to the Existing Operators Section, Question 1 for additional detail on these support structures.](#) Green Dot Seattle will also have a **School Leadership Team** (“SLT”), comprised of the Director of MS Programs, Directors of HS Programs, Assistant Directors, Counselor(s) and Department Chairs, that will regularly review the school’s performance and make key decisions concerning the school.

2. Green Dot has a robust education team that has refined its model and educational approach over the last ten years. [Refer to Question 6 below and to the Existing Operators Section, Question 1 for additional detail on our team qualifications.](#) In addition to the seasoned leaders specifically described, Green Dot Seattle will be supported by the Green Dot National education team, knowledge management team, and community engagement team. [Refer to the Educational Program Design Section for additional detail on our capacity to develop curriculum, instruction, and assessments.](#) [Refer to the Performance Framework Section for additional detail on our capacity in regards to performance management.](#)

3. Prior to her work at the Washington State Charter Schools Association, GDPSW Executive Director Bree Dusseault was an Executive Director of Schools in Southeast Seattle, overseeing and supporting 20 schools in that region. In addition, she is currently a resident of South Seattle. In the two planning years prior to the proposed opening of Green Dot Seattle, GDPSW will continue to pursue relationships with community leaders and organizations in South Seattle. This additional planning year was proposed in part for the purpose of relationship building and community engagement.

4. Green Dot plans to partner with local community organizations to meet the diverse needs of students and families in Washington State. Several organizations we have or will develop relationships with include:

Human Capital Partners: University of Washington, Washington State University, Seattle University, Teach	Mental Health, Social Support Service & Advocacy Providers: Comprehensive Life Resources, Good	The Seneca Center is also playing an important role in helping GDPSW refine
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For America, Washington Education Association, Teachers United	Samaritan, Safe & Civil, Stand for Children, Consejo Counseling & Referral Services, Navos	the educational model to tailor to the community's needs.
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5. Green Dot plans to identify its Founding Director of MS Programs at least **nine months** prior to the school opening. School leaders new to Green Dot may spend a year in training through Green Dot's internal **Administrator-in-Residence ("AIR") program**. Green Dot would like to identify potential AIRs in Washington State and train them through the AIR program before they assume school leadership roles at Green Dot Seattle. These Residents would likely be placed as Assistant Principals or Assistant Directors of MS and HS Programs in Washington State schools after the completion of their residency. Green Dot may also hire experienced Directors from Washington State and place them directly into school leadership positions if they are highly qualified. [Refer to the Existing Operators Section, Question 1 for details on Green Dot's AIR leadership program.](#)

Green Dot conducts extensive diligence to select the most qualified and dedicated school leaders. Refer to **Attachment 10** for the job description and qualifications, and the hiring process for the Director of MS Programs and Director of HS Programs roles.

6. Green Dot's seasoned management team is experienced in leading public middle school and high school reform. The National Office supports to Green Dot Seattle will be led by our Chief Executive Officer (CEO), Marco Petruzzi; Chief Financial Officer (CFO), Sabrina Ayala; our Chief Growth Officer (CGO), Dr. Megan Quaile; and our Washington State Executive Director, Bree Dusseault. The Washington State Executive Director will report to Dr. Quaile. [Refer to the Existing Operations Section, Question 1 for details on Dr. Quaile's background and qualifications.](#) Refer to **Attachment 11** for details on Ms. Dusseault's background and qualifications. The Executive Director will be the primary contact for the Washington State Charter School Commission and local district and serve as the liaison between Green Dot Seattle and the Green Dot Board of Directors. The Directors of MS and HS Programs will be supported by the National Office human capital team to recruit and hire the remaining school staff positions. The selection process for the Assistant Directors will begin in Year 0 with the goal of having the Assistant Directors hired before school starts. Recruitment and hiring for the Assistant Directors mirrors the School Directors' process. Refer to **Attachment 10** for the recruitment and hiring process.

The **School Directors** will make the final hiring decision for Assistant Directors, followed by reference checks and a contract. Refer to **Attachment 11** for leadership biographies, resumes and job descriptions.

7. Depending on when the school assignment is announced, the **Director of MS Programs** and the **Director of HS Programs**, in conjunction with the Washington State Regional Office, will lead the development of the school. The Washington State Regional Office will play key roles in recruiting/hiring school staff, building relationships with community partners, ensuring compliance to Washington State regulations and policies and managing all start-up operations for the school. The following staff members in the Washington State Regional Office will work on a full-time or nearly full-time basis: **Executive Director**, **Instructional Coach**, a **Manager of Finance & Business Affairs**, and a **Manager of Human Capital**. The **National Expansion Growth Team** will also play a key role during the school's formation. Green Dot is seeking philanthropic funding and/or grants to support the Washington State Regional Office and National Expansion Growth Team in initial years of operation. In the future, these costs will be shared across all GDPSW schools and covered by shared services fees in steady-state. In addition, GDPSW will receive support from Green Dot Public Schools National (GDPSN).

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 2. Operations Plan and Capacity (25 pages)

Legal Status and Governing Documents

1. Describe the proposed school's legal status, including non-profit status and federal tax-exempt status.
2. Submit, as **Attachment 12** the Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of filings for the preceding items), a completed and signed Statement of Assurances, bylaws, and any other governing documents already adopted, such as board policies.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot Washington State is an incorporated Washington State nonprofit. The organization has been granted tax exempt status from the IRS. Green Dot Washington State is part of the Green Dot Public Schools family of organizations. Within Green Dot schools, there are currently four entities: Green Dot Public Schools National (GDPSN), Green Dot Public Schools Washington State (GDPSW), Green Dot Public Schools California (GDPSC) and Green Dot Public Schools Tennessee (GDPST). Each entity is separately incorporated and has a separate/local Board of Directors. GDPSN retains the power to appoint and remove Board Members of GDPSW. GDPSN will provide shared academic, operational and financial services and oversight to all regions. Green Dot shifted to this model in order to appropriately separate funds across States, separate liability across States and ensure that the laws of one state do not apply to the other regions, while also creating links so that additional oversight is provided and best practices are leveraged. There will be a shared services agreement outlining services provided from GDPSN in exchange for a fee. By accessing shared services from GDPSN, GDPSW will learn from the best practices Green Dot has learned over the last 14 years of experience and by launching and managing the 19 schools in its portfolio. In addition, GDPSW will sign a license agreement with GDPSN that will help clarify the Green Dot model, areas for potential innovation, guidance on how to tailor the model to the local context and ways to collaborate within the Green Dot family of organizations.

2. Refer to **Attachment 12** for GDPSW's Articles of Incorporation, proof of non-profit status and proof of tax exempt status.

Organization Structure and Relationships

1. Submit, as **Attachment 13**, organization charts that show the school governance, management, and staffing plan and structure in:
 - a. The first year of school operations;
 - b. At the end of the charter term; and
 - c. When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart should clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

2. Describe any other proposed partnerships or contractual relationships that will be central to the school's operations or mission. Provide, as **Attachment 14**, copies of the proposed contract(s)

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Please see **Attachment 13** for Green Dot Seattle's organization chart.
2. **Attachment 14** is not applicable. Green Dot does not have any proposed external partnerships or contractual relationships that are central to the school's operations or mission.

Governing Board

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.
3. Explain how this governance structure and composition will help ensure that:
 - a. The school will be an educational and operational success;
 - b. The board will evaluate the success of the school and school leader; and
 - c. There will be active and effective representation of key stakeholders, including parents.
4. List all current and prospective board members and their intended roles. For each individual identified, summarize interests in and qualifications for serving on the school's board. In **Attachment 15**, provide the following documents for each individual identified here: a completed and signed board Member Information Sheet, resume, and professional biography.
5. Explain the procedure by which board members have been and will be selected. Describe how often the board meets. Discuss the plans for any committee structure.
6. Describe plans for increasing the capacity of the governing board. Discuss how the board will expand and develop over time. Describe how new members be recruited and added, and how vacancies will be filled. Discuss the orientation or training new board members will receive, and the kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and participation requirements.
7. If the current Applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.
8. If this application is being submitted by an existing non-profit organization whose core mission is NOT the operation of charter schools, respond to the following:
 - a. Will the existing non-profit board govern the new school, or will the school be a new non-profit corporation governed by a separate board?
 - b. If the current non-profit's board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
 - c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
9. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 16**, the board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. The Board of Directors of GDPSW will be responsible for major strategic and policy decisions related to GDPSW schools as well as ensuring Green Dot Seattle's financial sustainability. Key tenets of the

Board’s philosophy are students-first decision-making, mission orientation, effective governance, transparency and collaborative relationships with key stakeholders. In addition, the Board will work closely with GDPSN.

2. GDPSN has incorporated a new entity and developed a new governing Board for GDPSW. The role of the governing Board will be to:

Monitor academic and operational performance of GDPSW and each campus	Support the Washington State Executive Director (“Executive Director”)	Collaborate and share best practices with GDPSN and other Green Dot Public Schools organizations
Provide consultation in areas of expertise – legal, real estate, finance, public and media relations, education, community engagement, legislation and government relations	Ensure financial sustainability of GDPSW by approving the organizational budget and each campus budget	Act as an ambassador for Green Dot by promoting the organization and its successes to community leaders, funders and influencers
Approve major school policies	Set the strategic direction of GDPSW	Support and help in fundraising efforts

Interactions with Head of School: The Board of Directors will primarily interact with the Washington State Executive Director, who in turn, will coach the Directors and lead the Regional Office. The School Leadership Team will meet with the Board of Directors intermittently, but Green Dot’s intention is to have the School Leadership Team focus on instructional leadership and managing stakeholders within their school building, while the Executive Director manages the relationship with the Board of Directors.

Interactions with Advisory Bodies: The School Advisory Councils (“SACs”) will interact with the Board indirectly. SACs share recommendations on topics including curricula, the school calendar and alignment of the budget with school priorities with school leaders and the Manager of Finance and Business Affairs. These groups will then share the recommendation with the Washington State Executive Director, who will, in turn, share recommendations with the Green Dot Washington State Board of Directors. [Refer to the Advisory Bodies section for more detail.](#)

Size: GDPSW aims to have a Board of as few as three and as many as 25 members, per the Bylaws. Currently there are four members, but over time, this Board could grow and expand based on the organization’s needs. Specifically, the powers and duties of the GDPSW Board of Directors are listed in the GDPSW bylaws and include:

- Approving or denying the recommendation from GDPSN regarding the hiring, evaluation and compensation or termination of the Washington State Executive Director
- Approving or denying the budget put forth by the Washington State Regional Office (“Regional Office”) in collaboration with GDPSN
- Setting strategy and policy in collaboration with GDPSN and the Regional Office
- Protecting GDPSW from financial, legal and organizational risk
- Conducting and managing the business affairs of the organization
- Assuming obligations and entering into contracts
- Managing risk and liability
- Filling vacancies on the Board of Directors
- Amending, repealing or adopting new bylaws
- Appointing Board Officers; however, GDPSN will retain ultimate decision rights over the appointment

of Directors on the Board

Composition: The GDPSW Board of Directors will consist of business, non-profit, education and community leaders in the Puget Sound region who are dedicated to preparing GDPSW students to be successful in college, leadership and life. Board members are selected for their proven dedication to Green Dot's mission. Board members also have skills in one or more of the following areas: teaching and learning, teacher effectiveness and assessment, governance, financial audits, budgeting, fundraising, marketing, real estate, public affairs, advocacy, technology, legal services or strategic planning.

3. To ensure the success of GDPSW, the full Board will review academic, cultural and financial data on a regular basis. In addition, the Board can choose to appoint a series of committees that will more closely monitor the school's performance in certain areas. Given the current size of the Board, these Committees do not exist today. Over time, the committees may include:

- **Executive:** Empowered to make decisions on behalf of the full Board
- **Education:** Reviews annual performance goals; monitors school progress; advises Green Dot Seattle on curriculum, educator effectiveness, assessment and accreditation
- **Audit and Budget:** Ensures organization is in good fiscal health and is compliant with laws; confirms strategic priorities are reflected in budget; oversees selection of auditor and reviews annual audit
- **Development:** Develops strategy for fundraising and development; builds financial support
- **Governance:** Develops policies and procedures around governance including Board expansion

The Board of Directors of GDPSW will evaluate the Washington State Executive Director, with recommendation and input from GDPSN according to a set of competencies, potentially including achievement of annual performance goals, effectiveness of strategic planning, instructional leadership, financial management, board relations, relationship-building, communications and public relations, fundraising, leadership skills and interpersonal skills. The Executive Director will evaluate the School Leadership Team with input from the Chief Growth Officer. GDPSN will provide detailed recommendations regarding the success of the school and the school leader in accordance with the performance management frameworks described in the Staffing Plans, Hiring, Management, and Evaluation Section.

Parents and other stakeholders will have a voice through SACs, stakeholder surveys, and through the opportunity to comment at the open Board meetings that will be held by GDPSW. Additionally, the Board will have management share trends emerging in stakeholder data and listen as the Executive Director communicates high priority discussion items from the SACs. A meeting calendar and agenda will be posted publicly on the Green Dot website.

4. Current Board members include: Kimberly Mitchell, Andrew Buhayar, Marguerite Kondracke and Kaaren Andrews. Together, this group brings together a diverse set of experiences that will ensure GDPSW is an academic, financial and operational success. Refer to **Attachment 15** for signed Board Member Information Sheets, resumes and professional biographies for current and prospective members

GDPSW has elected the following positions:

- **President / Chairperson of the Board (Kimberly Mitchell):** is the principal officer of the Board and serves as the liaison between the Board and the Executive Director. She will, when present, preside at all meetings of the Board of Directors.
- **Secretary (Andrew Buhayar):** He will keep the minutes of the proceedings of the Board of

Directors, see that all notices are properly given in accordance with applicable law and maintain appropriate financial information pertaining to the Board.

- **Treasurer (Kaaren Andrews):** She will be responsible for all funds and securities of the school, keep fund disbursement in accordance with the directives of the Board of Directors and provide an account of financial information to the Board.
- **Executive Director (Bree Dusseault):** She will serve as an ex-officio, non-voting member reporting to the Board (as illustrated in **Attachment 13**), be responsible for the day-to-day operations of the school and provide regular reports to the Board on the school’s performance.

5. Once a candidate is nominated, the Board will review a nominee’s professional background, community involvement and commitment to GDPSW’s mission. Candidates will then meet with the Board Chair and the Washington State Executive Director. During these meetings, the member can learn about Green Dot’s school model, student life, financial performance and other areas as desired. After this meeting, the Board Chair and the Executive Director decide to raise the candidate for nomination to the remaining Board members. At that point, the Board moves to approve or reject the nomination. If approved by a majority vote by the existing GDPSW and GDPSN Board of Directors, a plan is then developed to onboard the Board member so that they are familiar with key governance practices and the work of GDPSW. Once new members join the board, they receive a copy of the GDPSW bylaws, information about compliance and disclosure requirements, a copy of our audited financials and budget, a strategic plan and a Board Roster so they can begin contributing from their first meeting onwards. At a minimum, additions to the Board will be discussed at annual Board meetings.

The Board will meet once a quarter at a minimum. As the Board grows in size, it may choose to appoint an Executive Committee that will meet with greater frequency and retain decision-making powers. Refer to **Question 2** in this section for the remaining committees the Board may choose to appoint.

6. One of the Board’s responsibilities is to grow Board membership and ensure that Green Dot has access to relevant expertise and resources. Current recruitment priorities are community leaders from Tacoma and South Seattle as well as members who can support fundraising efforts. GDPSW will increase the capacity of the Board by strategically adding Board members with experience in each of these three areas: Strategic Experience (finance, public education, entrepreneurship, venture capitalist, replication and expansion, legal or real estate); Relationships (Washington State Charter School Commission, philanthropy, higher education, Olympia and Washington DC [federal policy advocacy]); Diversity (live in district, race/ethnicity, gender) and Sponsorship (ability to provide direct support).

Board members will receive the following trainings:

Training and Development	Timetable	Requirements for Participation
Orientation	When a Board member joins	All
Public Meetings	Annually	All
Elevator Pitch on Green Dot	Annually	All
Understanding Green Dot’s Financials	When a Board member joins	Budget Committee Members
Understanding Green Dot’s Academic Model and Results	When a Board member joins	Education Committee Members

The Board Chairman and the Washington State Executive Director will also meet monthly to discuss key areas where the Board would like to have additional information so they are best prepared to govern.

Lastly, Green Dot plans to work with the High Bar / Board on Track to provide Board members with

access to best practices in charter school governance. Board on Track's tools to promote self-reflection and evaluation will ensure that our Board continues to grow its capacity and support to Tacoma and South Seattle students.

The Boards of Directors of GDPSN, GDPSC, GDPST, and GDPSW will collaborate to share best practices and align on the strategic direction of the family of organizations. We are planning to hold an annual meeting of all Boards. We will invite the Chair of the GDPSW Board to attend the National meetings and vice-versa.

7. Not applicable – The current applicant team includes the initial governing Board.

8. Not applicable – The application is being submitted by a new nonprofit whose core mission is the operation of charter schools.

9. Green Dot will comply with any required conflict of interest disclosure laws set forth in Washington State, including the Open Public Meetings Act and the Public Records Act and the ethics requirements outlined in the anticipated Charter Contract.

Green Dot shall not enter into a contract or transaction in which a Board member, School administrator, or other School employee / representative (e.g., officers, other key decision-making employees) directly or indirectly has a material financial interest, per the Ethics requirements of the anticipated Charter Contract. The GDPSW Board of Directors will adhere to honest, ethical and lawful conduct in order to protect the reputation and integrity of the organization, and as outlined by the Code of Ethics. Board members are expected to exercise good judgment and the highest ethical standards in all activities on behalf of Green Dot as well as in private activities outside the organization. In instances where even the appearance of conflict exists, Board members must disclose the nature of the conflict to the Board Chairperson. The Chairperson, along with the remaining members of the Board, will then review the nature of the conflict and ascertain whether the activity in question is appropriate under GDPSW policies.

There are no existing relationships that could pose real or perceived conflicts if our application is approved. Refer to **Attachment 16** for Green Dot's Code of Ethics and Conflict of Interest Policy.

Advisory Bodies

1. Describe any advisory bodies or councils to be formed, including the roles and duties of each. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents/guardians, students, and teachers (as applicable); and the reporting structure as it relates to the school's governing body and leadership.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Each Green Dot school in Washington State will have a **School Advisory Council** ("SAC") comprised of parents, teachers, classified staff, students, community representatives and school leaders to ensure fair representation of diverse thoughts and oversight of the school. The SAC's perspectives and expertise will be sought in solving school-wide issues and developing policies and recommendations. The SAC monitors the school's plan on curricula, instructional strategies and instructional services for high-needs students and PD for teachers. The SAC provides input into allocation of school stipends, the calendar for the academic year and the school budget. In addition, students will be encouraged to help design and assist in the administration of school programs including the disciplinary process, student recruiting and whole school meetings. The Directors of Green Dot Seattle will elevate any critical issues raised by the SAC to

the Executive Director so she can work with the GDPSW Board of Directors to address these concerns. SAC members will be notified of Green Dot Board Meetings so that they may attend directly if so motivated.

Grievance Process

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot encourages community and parent participation and feedback on decisions impacting them and their students. For Green Dot's existing **conflict resolution policies** for students and parents/guardian at our California schools, [refer here](#).

Grievance Process

Step One: *The student or parent/guardian presents his/her grievance or issue to the staff member with whom he/she has the conflict. The staff member should address the grievance, attempt to resolve it and give the student a decision within a reasonable amount of time.*

Step Two (for students): *If there is dissatisfaction with the decision or if it is not within the scope of the person's responsibilities to respond, the student should approach the next appropriate supervisor (either a counselor or administrator). Following a review of the concern, the counselor or administrator will confer and determine a response to the issue raised. The response is submitted in writing to the student with the explained decision.*

Step Two (for parent/guardians): *If the response given by the staff member seems unreasonable to the parent/guardian, he/she should then request a meeting with the School Director. Following a review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the appeal letter and information collected during the investigation and meeting, a decision will be communicated in writing to all involved parties.*

Step Three: *If the response given by the counselor or administrator seems unreasonable to the student or parent/guardian, he/she should then submit a written request for a meeting with the Executive Director. Following a review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the appeal letter, information collected during the investigation and information clarified during the meeting, a decision will be communicated in writing to all involved parties.*

Green Dot Seattle will also adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX or Section 504. Green Dot Seattle will implement specific and continuing steps to notify current and prospective employees, parents and students, referral sources for current and prospective employees and all unions or professional organizations holding collective bargaining or professional agreements with the recipient that it does not discriminate on the basis of gender or mental or physical disability in the educational program or activity which it operates, and that it is required, by Title IX and Section 504 not to discriminate in such a manner.

District Partnerships

1. Explain any proposed partnership agreement between the charter school and the school district or Education Service District (ESD) where the school is proposed to be located. Include the terms of that agreement.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. If approved, over the next two years, GDPSW will work with Seattle Public Schools (SPS) to build on our initial conversations around the collective challenge of building a human capital pipeline and further define specific avenues of collaboration. Green Dot would be interested in collaboration with SPS and other school districts to jointly train school leaders taking on transformative work, potentially via the AIR program. For SPS, this aligns with the District's efforts around human capital and elevating professional practice. In

addition, collaboration with SPS could be operational in nature – in terms of contracting for food service, transportation or special education services – or focused on best practice sharing and opportunities for collaboration.

Education Service Providers (ESP) and Other Partnerships

Describe any other proposed partnerships or contractual relationships that will be central to the school’s operations or mission.

If the school intends to contract with an ESP for the management of the school or substantial educational services, address the following:

1. Provide evidence of the nonprofit ESP’s success in serving student populations that are similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable;
2. As **Attachment 17**, provide a term sheet that includes:
 - a. Proposed duration of the service contract;
 - b. Roles and responsibilities of the governing board, school staff, and ESP;
 - c. Scope of services and resources to be provided by the ESP;
 - d. Performance evaluations measures and timelines;
 - e. Compensations structure, including clear identification of all fees to be paid to the ESP;
 - f. Methods of contract oversight and enforcement;
 - g. Investment disclosure; and
 - h. Conditions for renewal and termination of the contract
3. Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1-3. Green Dot Seattle will not use an education service provider and will be directly managed by the Board and management of GDPSW. GDPSW will receive academic, financial and operational support from GDPSN. However, employees within the GDPSW Regional Office will be empowered to manage regional operations and employees of Green Dot Seattle are empowered to manage school operations. There are no existing or potential conflicts of interest between the Board and any affiliated business entities.

Staff Structure

1. Provide, as **Attachment 18**, a completed staffing chart for the school, prepared using the template provided by the Commission. The staffing chart and accompanying notes or roster should identify the following:
 - a. Year one positions, as well as positions to be added during the first charter term;
 - b. Administrative, instructional, and non-instructional personnel;
 - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - d. Operational and support staff.
2. Explain how the relationship between the school’s senior administrative team and the rest of the staff will be managed, including plans for performance management. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1-2. The Washington State Executive Director will oversee the academic performance and operations of Green Dot Seattle, including the development and evaluation of the school's administrative team. At the school level, the Director is responsible for the day-to-day school operations. The Executive Director provides coaching on a bi-weekly basis for the Directors and Assistant Directors, ongoing PD and informal performance management, with additional oversight from GDPSN. The School Leadership Team is responsible for school target setting, making the necessary accommodations to achieve the schools' goals and gathering feedback from all stakeholders to identify areas of improvement. Refer to **Attachment 18** for a complete staffing chart for the school and to [Green Dot's Division of Responsibilities Table](#) for how roles and responsibilities will be split between Green Dot Public Schools National, the Regional team and the School Leadership Team.

Green Dot also has robust performance management frameworks in place for its certificated teachers, classified staff and central office employees:

- **Certificated Teachers:** [Refer to the below Staffing Plans, Hiring, Management, and Evaluation Section for details on how teachers will be supported, developed and evaluation each school year.](#)
- **Classified Staff:** Classified staff receive evaluations in multiple ways:
 - Progress towards performance metrics set by them and their administrator
 - Evaluation against a rubric and competencies: Commitment to Green Dot's Mission, Responsiveness, Competencies and Expertise, Developing Relationships within School and Department, Across the Organization and with External Stakeholders, Process Improvement, Professional Development and Growth, Communication Skills and Time Management
- **Central Office Staff:** Central office staff receive evaluations from multiple perspectives (supervisors, peers and self) against competencies laid out in a performance standards rubric.

Green Dot strives to maintain a student-to-teacher ratio of approximately 20:1 in its schools. Depending on the specific needs of the student body, additional specialists may be added to support students. The total student-to-adult at Green Dot Seattle ratio will be approximately 14:1.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts;
2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers;
3. Describe the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state accountability plan. Explain other key selection criteria and any special considerations relevant to the school's design;
4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks;
5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as **Attachment 19**, any leadership evaluation tool(s) that the Applicant team has identified or developed already; and

6. Explain how teachers will be supported, developed, and evaluated each school year in accordance with the state accountability plan. Provide, as **Attachment 20**, any teacher evaluation tool(s) that already exist for the school, or state if the school intends to follow the state teacher evaluation plan.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. GDPSW’s certificated and classified employees will be eligible to organize and undertake collective bargaining. Teachers at the school have the right to join, or refrain from joining, any lawful organization for their professional or economic improvement and for the advancement of public education. Green Dot believes strongly in the concept of teacher voice and would like to see an alternative approach to the traditional discussion between charters and union leaders. Administrators and Regional Office staff will be at will. In Green Dot California, certificated employees are part of the Asociación de Maestros Unidos (“AMU”), a unit within California Teachers Association. AMU has a unique contract that specifies a professional workday, does not include tenure, outlines a multiple measure teacher support and performance evaluation system, provides a streamlined process for “just cause” and discipline, and specifies a multi-factor formula for layoffs that takes into account teacher qualifications, performance evaluations and work experience should layoffs be needed.

2. The proposed salary ranges and employment benefits are as follows:

	Salary / Wages	Benefits**
Director***	\$100,000-\$120,000	Standard GD Benefits
Assistant Director***	\$80,000 - \$100,000	Standard GD Benefits
Psychologist	\$65,000-\$80,000	Standard GD Benefits
Teacher – ELA, Math, Science, History, Elective, SPED***	\$50,000-\$60,000	Standard GD Benefits
Counselor	\$50,000-\$60,000	Standard GD Benefits
Athletic Director/After School Coordinator	\$35,000	Standard GD Benefits
Office Manager	\$50,000	Standard GD Benefits
SPED Aide	\$21,660	Standard GD Benefits
Campus Aide	\$22,800	Standard GD Benefits
Office Assistant - Full Time	\$27,360	Standard GD Benefits
Parent Coordinator	\$30,400	Standard GD Benefits

** Standard Green Dot benefits are available to all full-time employees (30 hours/week or more): full medical, dental, vision, life and disability insurance, FICA, workers’ compensation, retirement savings plans and unemployment insurance. Green Dot is awaiting the results of the IRS ruling on whether or not charter schools are eligible to, mandated or ineligible to participate in the public retirement system in Washington State. GDPSW Employees will be members of the Teachers Retirement System and the Public Employees’ Retirement System to the extent authorized by law.

*** Directors, Assistant Directors and teachers are eligible for performance-based bonuses; teacher bonuses are currently paid through Green Dot’s Teacher Incentive Fund grant. Depending on funding rates and the ability to develop an evaluation system that teachers trust as Green Dot transitions to the Common Core, GDPSW would seek to build a similar performance-based system.

Green Dot’s strategies for retaining high-performing teachers stem from alignment around multiple human capital policies. Green Dot has a thoughtful multi-stage, human capital selection process which ensures fit between the candidate and their school site. Green Dot seeks teachers with a growth mindset and also provides coaching and supports to help teachers develop. Longer-term, Green Dot teachers have access to leadership opportunities, enabling them to remain in the classroom while advancing their career. Green Dot’s teacher retention rate was 82% for the 2012-2013 school year.

Career Growth Opportunities: One of the ways we work to retain our best teachers is by providing them

with a voice in decision-making around policies that impact them while personalizing their career paths in meaningful ways. We have worked to add teacher leadership opportunities for teachers who want to stay in the classroom.

Once GPSW grows in size, many of these teacher leadership opportunities will be made available to teachers:

School Site Teacher Leaders

- Instructional Leadership Team: Provides input into school instructional model; informs school wide PD; plans collaboration work with departments
- School Advisory Council: Provides input into school budget and tracks progress towards goals
- Safe and Civil Committee: Provides input into school policies around Code of Conduct and culture
- Educator Effectiveness Site Liaison: Disseminates information and promotes healthy dialogue around Green Dot's Educator Effectiveness work on their school campuses
- Data Fellow: Develops and implements data systems and data-driven deliverables that provide teachers with timely, actionable data to improve student outcomes

Green Dot Organization Teacher Leaders

- Common Core Transition Team: Support Green Dot's transition to Common Core by providing input into PD, curriculum development and technology requirements
- Professional Development Leaders: Lead PD for their department focused on instructional practices, the College-Ready Teaching Framework and Common Core
- Demo Classroom Teacher: Open their classrooms to cohorts of teachers to provide them the opportunity to learn. After the observation, the cohort of teachers debriefs with a facilitator, other guest teachers and the Demo Classroom Teacher.

In addition, Green Dot hosted its second annual Golden Dot Awards ceremony last year to formally recognize and celebrate staff members and administrators across the organization who exemplified Green Dot's core values. Lastly, Green Dot realizes that opportunities for collaboration with peer teachers (across subject areas and grade levels) are a critical aspect of retention. We are also exploring how we can create communities of practice across regions so teachers in California, Tennessee and Washington can learn from each other directly or virtually.

3. Green Dot Seattle will hire a diverse faculty comprised of the best teachers available. We will achieve this goal by continuing our rigorous national recruitment process to hire highly effective teachers who are mission-aligned. Green Dot specifically looks for candidates who demonstrate an *unwavering belief* in the potential of all students, are passionate about improving public education and have a growth and development mindset. We look for a mix of new and experienced teachers, as well as teachers who already live in the region.

We will focus recruiting efforts on and begin collaborations with local universities and colleges, including University of Washington, Washington State University and Seattle University. We anticipate advertising national, locally, and online. We will also work with Teach for America and organizations like the New Teacher Project. We also plan to have a presence at local job fairs and distribute flyers and brochures at local community hubs.

The Green Dot National Human Capital Team will develop the initial recruiting strategy for Washington State schools and dedicate a Recruiter to support the implementation of this strategy. The Washington

State Executive Director will hire a Manager of Human Capital & Human Resources to provide on-the-ground support and build relationships with local partners and organizations. Beyond the Executive Director and School Director, the Assistant Director will also serve as a school site leader and play a role in hiring.

4. Green Dot's teacher interview process includes six steps with the **School Director** being responsible for making the final hiring decision. The first four steps (and the final step of reference checks) will likely be conducted by Green Dot's National Human Capital Team and Step 5 would occur within Washington State.

- 1) **Online Application:** The application includes a resume, cover letter and credential check.
(Instructional staff shall maintain active certification in accordance with chapter 28.410 RCW or 28A.150.203(7) as applies.)
- 2) **Phone Screen:** Green Dot will ask three questions to assess cultural fit and "grit" or ability to teach in an urban setting. This stage helps Green Dot assess whether the candidate fits the Green Dot culture, shows perseverance and passion and is reflective.
- 3) **Lesson Plan:** Candidates that pass the phone screen are asked to submit a lesson plan two days prior to interview day. Through the lesson plan submission, Green Dot assesses the candidate's ability and depth in designing lesson plans that contain specific strategies to engage students.
- 4) **In-person Interview Day:** The interview day consists of candidates responding to three writing prompts, participating in a Socratic seminar, and participating in a feedback session on the candidate's submitted lesson plan. The Socratic discussion helps Green Dot assess if the candidate fits Green Dot culture, has a similar definition of social justice (i.e., high expectations for all brings equity in education) and possesses a passion for the work. The lesson plan review demonstrates how the candidate responds to feedback.
- 5) **School Interview:** Finalists are asked to complete an in-person interview with the school site recruitment team (comprised of the Director, Assistant Director(s), Teachers and Students).
 - **Demo Lesson:** Candidates conduct a 20-minute lesson demonstration on an assigned topic and submit a full lesson plan to be reviewed. The candidate is evaluated on mastery of content knowledge, classroom management skills, flexibility and response to real-life scenarios.
 - **Reflection and Feedback Session:** The candidate completes a writing assignment assessing his/her performance in the demo lesson. The candidate then returns to the hiring panel to share his/her reflections and receive feedback. This exercise demonstrates the ability to be a reflective practitioner, receive constructive feedback and improve his/her practice.
- 6) **Reference and Background Checks:** Reference and background checks are conducted for finalists.

[Refer to the Educational Program Design and Capacity Section, Question 4 for details on Green Dot's administrators' hiring process.](#)

Procedure for Adequate Background Checks: Green Dot Seattle shall comply with the provisions and procedures of Education Code, including the requirement that, as a condition of employment, each new employee must submit a set of fingerprints for the purpose of obtaining a criminal record summary. No employee shall be permitted to commence work at GDPSW until clearance has been obtained. All employees will undergo a criminal background check and fingerprinting to be conducted by the local police department or an outside vendor (likely a private firm with national search capabilities) as well as a child abuse registry check. Applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization and will be required to follow all mandated child abuse reporting laws.

In addition, Green Dot will follow the practices required by the Commission with regards to contractors, volunteers and board members who have unsupervised access to children or are allowed unaccompanied

access to School premises.

Dismissal: GDPSW will initially offer certificated teaching staff and classified employment with a two-year probationary period. Thereafter, employment shall continue on a just cause basis such that an employee may only be terminated for cause, as defined by applicable state law of policy of the school. Further, consistent with applicable law, employees of the charter school may form and join employee associations, after which, all changes to negotiable terms and conditions of employment shall be subject to the collective bargaining process. All other employees will be at will.

5. Green Dot believes strong school leaders are critical to fostering the right environment for a high-performing school. We place extensive focus on supporting, developing and evaluating school leaders. [Refer to the Existing Operators Section, Question 1 for details on the robust professional supports that will be available for the school leaders at Green Dot Seattle.](#) Green Dot Seattle’s Directors will be evaluated on Leadership Performance and stakeholder feedback. In time, Green Dot plans to incorporate the Hot School Dashboard into the leader evaluation. This dashboard takes into account student growth and achievement, but did not make sense given anticipated assessment transitions this year. Refer to **Attachment 19** for Green Dot’s School Leader Framework and Evaluation Rubric.

6. Over the past four years, Green Dot has worked to build an extensive teacher support and development system. This has fostered growth in teacher’s professional practice.

Teacher Evaluation: As part of **The College-Ready Promise**, an educator effectiveness initiative funded by the Bill & Melinda Gates Foundation, Green Dot has partnered with three other high-performing charter management organizations in California to collaborate on improving teacher effectiveness and college-readiness. Through this work, Green Dot has built and implemented a Teacher Development Framework and Evaluation system.

At the heart of the Teacher Development and Evaluation System is the **College-Ready Teaching Framework (“CRTF”)** – a rubric that defines the core competencies expected of all Green Dot teachers. The CRTF is comprised of five domains that align with Green Dot’s core values: 1) Data Driven Planning and Assessing Student Learning, 2) The Classroom Learning Environment, 3) Instruction, 4) Developing Professional Practice, and 5) Developing Partnerships with Family and Community. Refer to **Attachment 20** for details on the College-Ready Teaching Framework.

Teacher performance is rated from Level I (Does Not Meet Standard) to Level IV (Exemplifies Standard).

Level I – Does Not Meet Standard	Level II – Partially Meets Standard	Level III – Meets Standard	Level IV – Exemplifies Standard
<i>The Teacher fails to effectively demonstrate the indicator and student learning is negatively impacted.</i>	<i>The Teacher is inconsistent or only partially successful in demonstrating the indicator; student learning is not maximized.</i>	<i>The Teacher is consistent in demonstrating the indicator; student learning is improved.</i>	<i>The Teacher is consistent in demonstrating the indicator and has created a classroom where students share in this responsibility.</i>

The Teacher Evaluation System uses **multiple measures** to determine a teacher’s effectiveness. These measures are directly tied to the five domains of the CRTF and include:

- **Classroom Observations:** Four informal and two formal observations per year by certified administrators. In addition, teachers are observed informally by Instructional Coaches. All evaluators go through a certification process to ensure inter-rater reliability.
- **Student Growth:** Student growth percentiles at the classroom and school-level. We are in a transition

phase and for now, have removed student achievement measures until we are able to confirm the statistical validity and reliability of Common Core assessment measures.

- **Stakeholder Feedback:** Student, family and 360 (peer) surveys.
- **Compliance:** Measures the degree to which SPED teachers have met compliance timelines, maintained records, collaborated with (IEP) teams and communicated with service providers.

Green Dot realizes that all measures should not be weighted the same for all teachers and has developed different weightings for three groups of teachers: Non-tested, Tested and Special Education. Refer to **Attachment 20** for additional details on Green Dot's Teacher Evaluation Tools.

Teacher Professional Development: Green Dot is building a PD program aligned to its evaluation systems and career pathways established for teachers. For Green Dot, the most effective teacher supports are individualized, aligned to teacher performance (per the evaluation), job-embedded and frequent. One of the biggest priorities of the Teacher Development and Evaluation System is to ensure that teachers receive appropriate, differentiated support that is tied to real, reliable and robust evaluations of performance and need. In *BloomBoard*, Green Dot's evaluation tracking system and PD portal, teachers receive a private, personalized dashboard through which they can communicate with administrators about observations, record and manage personal growth goals and find tailored support and solutions for meeting those goals via *BloomBoard's* online PD resources. To accomplish Green Dot's goal of having a highly effective teacher in every classroom, all teachers work with an administrator to complete a Professional Growth Proposal ("PGP") during the first 30 days of the Spring semester. At the conclusion of the first and second semesters, teachers meet with administrators to analyze their progress and discuss strengths and areas of growth.

Teacher Supports

- **Coaching from Regional Instructional Coaches:** At scale, GDP SW will have four coaches (one for each core content area) at the Regional Office who will observe and coach teachers to support their growth and development. Initially we plan to hire one coach focused on math and literacy.
- **Coaching and Support from their Administrative Team:** Directors perform multiple informal observations of teachers over the course of the school year. These observations are focused on providing growth and development feedback.
- **Offline Supports:** Green Dot has Teacher Effectiveness Support Specialists who are building offline tools to help teachers, including videos of highly effective practice, guidance on how to grow on a specific indicator and common pitfalls and misperceptions in teaching. These tools would be available to GDP SW teachers via our knowledge-sharing platform *Connect*.

Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person, position, or organization responsible for professional development;
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform;
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be addressed during this induction period and how teachers will be

prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods; and

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration in this discussion and explain how this time will typically be used.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Within Green Dot, multiple roles and responsibilities support professional development. PD for administrators will be led by the Washington State Executive Director and the Chief Growth Officer. In addition, the Green Dot Educator Effectiveness team will provide coaching and supports to administrators in implementing the CRTF. Teachers will receive PD from the Instructional Coaches at GDPSW, the Educator Effectiveness Team and weekly PD from their School Director (the instructional leader within their school). Additionally, new teachers will receive coaching and support from Green Dot's New Teacher Development Team. New teachers receive specialized workshops that cover topics that first-year teachers have previously struggled with such as: classroom management, using data to improve instruction and best practices in lesson planning. The CRTF Coordinator works with School Directors to train them on use of the rubric as a support and evaluation tool, to develop inter-rater reliability, refines the appeal process for teacher evaluations and supports administrators in debriefs with teachers using the CRTF.

[Refer to the Staffing Plans, Hiring, Management, and Evaluation Section Question 6 for additional roles responsible for PD.](#)

Classified staff will also receive coaching and PD from the Regional Manager of Finance and Business Affairs as well as from their school administrative team.

2-3. The core components of PD at Green Dot are effective teaching and data-driven instruction. This PD is primarily developed internally, though Green Dot collaborates with other charter management organizations to ensure our PD is best-in-class and instructionally sound. Green Dot provide teachers with access to PD on the specific areas of practice in which they need to grow, enabling teachers to access supports on the indicators within the CRTF that are their focus. Green Dot's New Teacher Development Team leads a five-day induction program for new teachers each year prior to the school opening. This PD focuses on helping teachers prepare to deliver challenging aspects of the curriculum.

New Teacher Induction Program - Sample Schedule:

- **Day 1: Welcome and Onboarding**
- **Day 2: School Site Orientation – Introductions, Policies and School Culture**
- **Day 3: Planning and Preparation:** Writing standards-based three-part objectives; writing a cognitively engaging Day 1 lesson
- **Day 4: Clear Expectations and Classroom Management:** Practice signature strategies and classroom management techniques from Safe & Civil; develop a classroom management plan
- **Day 5: Strong Relationships and Strong Presence:** Apply five techniques for building positive, professional, secure relationships with students; demonstrate five key elements of Strong Voice

4. The expected number of days for PD will at minimum be 9.5 days of full PD (five prior to school starting, four full days during the year, and one half day) and weekly school PD of 90 minutes. The three days within the year will be a version of "All Green Dot Days", a time for common planning and collaboration within

subject teams. New Teachers receive an additional five days of PD. As Green Dot focuses its PD on individual teachers, it also builds opportunities linked to evaluation data for collective impact at the school level, such as:

- **Collaboration Days:** Collaboration Days for the first GDPSC schools will likely be held in conjunction with GDPSC schools. Teacher Leader Facilitators from GDPSC use content area teacher evaluation data to identify needs and build relevant PD to address those needs.
- **Weekly School-wide Professional Development Activities:** Directors work in conjunction with the ILT to design PD for use at the school level for 90 minutes weekly.
- **Summer Professional Development** is provided for the entire faculty and focuses on reviewing data from the previous year, curriculum and professional development, school business, teacher-administrator meetings, and planning.
- **Annual Training/Retreat:** An annual five-to-seven day retreat for school staff to plan for the year and receive PD.
- **Mid-Year Retreat:** A half-day to two-day retreat for school staff to evaluate progress, reflect and adjust the school's plan for the final semester.

Performance Framework

The Commission will evaluate the performance of every charter school annually and for renewal purposes according to the performance framework. Per Washington Administrative Code (WAC) 108-30, the performance framework is a set of academic, financial, and organizational performance standards. The academic performance standards will consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants may propose to supplement the Commission's performance framework with school-specific academic and organizational goals. The Commission encourages Applicants to closely examine the performance framework, and they are invited to incorporate the performance framework into their educational and organizational performance systems.

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments the school plans to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments the school plans to use.
3. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.
4. Explain how the school will measure and evaluate academic progress (of individual students, student cohorts, and the school as a whole) throughout the school year, at the end of each academic year, and for the term of the charter contract.
5. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s),

position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

6. Identify the individual or position responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.
7. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. In addition to the WSCSC performance framework, GDPSW has set the below mission-specific educational goals and targets:

Domain	Metric	Target
Student Achievement & Growth	Average growth on Scholastic Reading Inventory (SRI)	80 points
	% of students proficient or greater on 4 unit math assessments	40% proficient or above
	% of students with an Student Growth Percentile of 60 or above	50%
School Culture	% of Certificated staff recommending Green Dot as an employer	80%
	% of Classified staff recommending Green Dot as an employer	80%
	% of Parents completing volunteer hours	80%
	% of students suspended in current year vs. previous year	Decrease 10% per Year
	Classified Survey: At my school, plans, policies, & decisions made at the school demonstrate a focus on mission.	3.0 out of 4.0
	Classified Survey: My school is preparing students for college.	3.0 out of 4.0
	Classified Survey: Overall score	3.0 out of 4.0
	Family Survey: % recommending their student's school to a friend	85%
	Family Survey: Teachers at this school have helped me to help my student get ready for their next step in their education.	3.2 out of 4.0
	Family Survey: Teachers at this school have helped my student set high academic goals.	3.2 out of 4.0
	Student Survey Average: My school is preparing me for college.	3.0 out of 4.0
	Student Survey: % recommending their school to a friend	75%
	Student Survey: I feel safe at this school.	3.0 out of 4.0
	Student Survey: My school is preparing me for my future.	3.0 out of 4.0
	Student Survey: Overall Average	3.2 out of 4.0
	Teacher Observation: Overall Average	2.8 out of 4.0
	Teacher/Counselor Survey: At my school, plans, policies, & decisions made at the school demonstrate a focus on mission.	3.0 out of 4.0
Teacher/Counselor Survey: My school is preparing students for college.	3.0 out of 4.0	
Teacher/Counselor Survey: Overall score	3.0 out of 4.0	
Program Success	% Tardies	3% or fewer
	Average Daily Attendance	91% or greater
	D & F Grade Data	20% Ds & F's or less
	Retention Rates	90%
	SPED IEP Compliance	98%
	Four-Year College Acceptance	70%
	Four-Year HS Cohort Graduation Rate	70%
Three-Year MS Promotion Rate	80%	

2. GDPSW has set mission-specific organizational goals and targets:

Financial	GDPSW will maintain organizational strength by demonstrating fiduciary and financial responsibility. External, annual audit reports will demonstrate that GDPSW exceeds professional accounting standards.
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Goals:	Budgets for each year will demonstrate effective allocation of financial resources to ensure effective delivery of the school's mission.
	The Budget Committee of the Board of Directors will review this budget quarterly.
	GDPSW will be fully enrolled and demonstrate high levels of daily attendance and cohort retention.
Governance Goals:	The Board of Directors will conduct a formal annual review to measure the effectiveness of the region's leadership using one formal evaluation per year. This review will take into account input and a recommendation from GDPSN.
	The Board of Directors will conduct an annual self-evaluation to assess strengths and weaknesses.
	The Board of Directors will review the bylaws annually and update as necessary.
Operational Goals:	GDPSW will survey administrators to get their feedback on the quality, timelines, and effectiveness of operational support (i.e. our schools so consistently have reliable internet access)
Overall Goals (also accessed via stakeholder survey):	Green Dot's vision is widely shared by all members of our school community.
	The GDPSN / Regional offices are more effective than a school district's Central Office.
	The GDPSN / Regional offices establish and clearly communicates the expectations and goals for the organization.
	The GDPSN / Regional offices build a culture that promotes ethical practices, integrity and a positive work climate.
	The GDPSN / Regional offices consistently respond to campus requests in a timely and appropriate manner.

3. The primary interim assessments Green Dot will use are Scholastic Reading Inventory ("SRI") Diagnostic, internal writing assessments, the WELPA, Carnegie Math, NWEA (a nationally normed test) for science and other interim assessments as developed over time. The organization is currently revisiting its assessment practices in preparation for the Common Core. All assessments will be aligned to the Common Core State Standards, the Next Generation Science Standards, and Washington State History Standards.

4. Green Dot Seattle will use various formative assessments as well as the Common Core Assessments to help identify strengths and weaknesses at a student, classroom, grade and school level. The school will collect and analyze data on student achievement on a regular basis and will provide student achievement data to staff, parents and the Commission.

- **Individual Student Performance:** If a student is performing below proficiency on interim assessments and benchmarks, the classroom teacher would identify and implement the appropriate interventions. If a classroom's performance is falling short of academic expectations or goals, the School Director and Regional Instructional Coaches would work with the teacher to implement strategies for performance improvement such as attending in-house workshops on issues such as behavior management and data analysis, using peer collaboration on lesson planning and delivery and utilizing a video library of best classroom practices.
- **Student Cohorts and School-Wide Performance:** The Executive Director will provide coaching to each School Director and Assistant Director bi-weekly. Through this approach, the Executive Director will be able to consistently monitor the performance of each school and the region.

As further described below, there will also be support provided through the multi-step oversight process implemented by GDPSN, in collaboration with the Washington State Executive Director. This oversight process will include a "Hot Schools" Analysis, Program Reviews and Site Visits.

Hot Schools: The Educator Effectiveness Committee, including the Chief Growth Officer, and the Washington State Executive Director will conduct a structured performance analysis twice a year for Washington State schools that assesses indicators captured in one dashboard called the "Hot Schools Dashboard":

Indicator # 1 – School Achievement

- Is the school meeting its goals on internal assessments, state standardized tests, and student growth?

Indicator #2 – Seven Vital Signs of School Culture

- Mission Effectiveness: Does the staff feel like the school is successfully achieving its mission to prepare students for college, leadership and life?
- Effective Leadership: Does the staff rate administrator(s) favorably on leadership skills?
- Effective Faculty: Does the school provide effective structures to ensure that staff, parents and students own school success?
- Staff Stability: Is a large portion of the staff new to Green Dot? Have there been a significant number of conflicts escalated to the Executive Director because they could not be resolved in other ways?
- Affiliation with Green Dot: Does the staff support the larger Green Dot mission? Do they participate in organization-wide initiatives?
- Stakeholder Satisfaction: Do parents and students feel that the school is effectively preparing them for college, leadership and life?
- Student Safety & Engagement: Do students understand the importance of school? Is the school a safe place to learn?

Indicator #3 – Program

- Enrollment & Graduation: Are middle school students prepared to be promoted to high school? Are high school students prepared for and accepted to universities?
- Class Performance: What are our D&F data and student retention rates telling us about our students' performance?
- Program Audit: Is our ELA intervention program adequately meeting and raising our students' performance?
- Professional Development: Are schools providing enough support and opportunities for teachers?

Schools that are not achieving success on any of these indicators are identified as “Hot Schools” and would receive focused attention on improving those indicators. For instance, a school identified as being “Hot” on School Achievement may receive additional coaching resources to support teaching effectiveness or the Washington Executive Director may meet with these School Directors twice a week instead of once to focus on implementing Green Dot’s intervention pathways in literacy, math and special education. Hot Schools may also receive additional support in terms of Regional and National services such as assessment results or teacher coaching. On a quarterly basis, the Chief Growth Officer and Washington Executive Director would review Hot School’s data and spend time identifying ways to support each school according to its individual needs.

Program Review

Program Reviews occur twice a year and are comprehensive reviews of a school’s strategic plan, performance, and fidelity to the Green Dot model. The Program Review will be led by the Washington Executive Director and attended by the Chief Academic Officer of GDPS and the Chief Growth Officer. Program Reviews will cover explicit objectives aligned to each aspect of the Green Dot Academic Model (college-going culture, quality teaching and instruction, eliminating barriers to learning, and promoting leadership and life skills) and incorporate reflection on relevant data. Analysis of these data pieces is used to inform the school’s plans around student leadership opportunities, Advisory, the SAC, teacher leadership opportunities and the school PD plan.

Site Visits

Lastly, the Chief Academic Officer, the Chief Growth Officer and the Washington State Executive Director (along with other Green Dot National staff as necessary) will conduct site visits. These site visits will provide an opportunity to visit classrooms at schools and interview a cross-section of stakeholders. The

frequency of site visits, specific purpose of the visit and the detailed site visit protocol will vary based on the age and need of the school.

5.-7. Green Dot's knowledge-sharing platform *Connect* enables educators to access all of Green Dot schools' various data systems, including *PowerSchool* (student information), *DataDirector* (assessment results) and *BloomBoard* (calibrated PD resources). The data warehouse is managed by Green Dot's Information Technology and Knowledge Management teams. Through the data warehouse, Green Dot is able to generate Tableau reports that provide comprehensive student enrollment, demographic and achievement data, enabling teachers and Directors to spend more time garnering insight and developing action plans rather than searching and aggregating the data on their own. Green Dot Seattle's data will be synced with the data warehouse on a frequent basis so that these functions are available to Washington State teachers. The Manager of Finance & Business Affairs in the Washington State Regional Office will work with Green Dot's National Knowledge Management team to ensure that the Tableau reports are useful and applicable to Green Dot Seattle.

School Directors, Department Chairs and Instructional Coaches will be responsible for using the student performance data in Tableau reports to identify areas for improvement and PD opportunities for teachers and region-wide. School Directors will be supported by the Washington State Executive Director and Instructional Coaches based out of the Regional Office to interpret performance data or decision-making. In addition, the Chief Information Officer will also provide PD for school leaders regarding the use of data monthly. The Executive Director will help each School Director understand his/her school's data, benchmark it against other Green Dot schools (now that the entire network will be using the same Common Core State Standards) and share best practices and suggestions for improvement. Instructional Coaches will help School Directors understand teacher improvement using data. During the school year, teachers will be supported by Department Chairs and peers in learning to gather the appropriate data, interpret results and develop an action plan. SACs will also reflect on school data at multiple points in the year.

Lastly, students will be informed of progress regularly in conversations with teachers, advisors and guidance counselors. Parents are able to access student grades via *Powerschool*. In addition, all Green Dot schools hold parent-teacher conferences where parents are informed about their student's achievement and contributions to the school community. GDPSW will likely have student-led conferences where students share samples of their course work, discuss interests and goals and work with their parents on plans to improve or maintain current grades/goals. Student-led conferences encourage students to accept personal responsibility for their academic performance, teach students to self-evaluate and facilitate the development of students' organizational and oral communication skills, which in turn, increases their self-confidence.

Facilities

Charter school facilities must comply with applicable state and local health and safety requirements. In addition, charter school Applicants must be prepared to follow applicable city planning review procedures.

1. Describe the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
2. Explain anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include but are not limited to the

following: science labs, art room, computer labs, library/media center, performance/dance room, auditorium, etc.

3. Describe anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc.
4. Explain which, if any, of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.
5. Identify any other significant facilities needs not already specified, for example: playground, large common space, other special considerations (identify and explain).
6. Describe the process for identifying and securing a facility, including any brokers or consultants the Applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.
7. If the Applicant currently holds a facility or has an MOU or other proof of intent to secure a specific facility, briefly describe the facility including location, size, and amenities.
 1. Provide proof of the commitment as **Attachment 21**.
 2. **Attachment 21** may also include up to 10 pages of supporting documents providing details about the facility.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1, 6. GDPSW is seeking to partner with multiple entities in order to develop a viable facilities solution for Green Dot Seattle. These partners will include:

- **Philanthropy:** Washington State funders
- **National Financial Institutions:** Community development financial institutions and banks (e.g., Low Income Investment Fund, Local Initiatives Support Corporation, National Cooperative Bank)
- **Developers:** Local real estate developers (e.g., Wickens LLC), national charter school developers (e.g., Pacific Charter School Development)

The participation of all parties is dependent upon execution of definitive agreements. However, it is expected that the philanthropic and financial institutions will guarantee availability of financing for the buildings; the local developers will bring knowledge of the local real estate markets and connections to architects, contractors, etc. and the national charter school developers will bring expertise in preparing facilities for charter schools, including knowledge of city planning requirements. This group of high quality partners has committed to financing, purchasing and renovating a facility and subsequently leasing it to GDPSW at a rate that is within our facilities budget. With its national expertise and local ties, the collaboration has already identified several viable facilities for GDPSW.

From October 2014 – January 2015, Green Dot will work with Pacific Charter School Development (“PCSD”) to identify additional independently available buildings and conduct initial due diligence on those facilities. Letters of intent will be submitted in January, with further due diligence being conducted in January – February. Buildings will be secured by March 2015 so that the construction planning process can begin by April 2015, construction can begin in summer 2015 and occupancy can occur by June 2016.

Green Dot has already started a site search with PCSD and is in the process of evaluating and comparing potential sites. Green Dot is seeking early authorization in part to have additional time to secure a facility should a contingency plan or backup be required.

2.-5. Ideally we would have a contiguous facility accommodating both the lower and upper grades for Green Dot Seattle. However, if needed, Green Dot could locate in two facilities that are side-by-side on a single lot. Regardless, we would aim to share certain spaces such as a cafeteria, gym and multi-purpose room. Given that we may have two facilities on a shared lot, we have budgeted conservatively for school front office support staff, in the case we need to have two offices.

We expect the Green Dot 6-12 program to need 50,000-65,000 square feet. The 6-12 model will require 50-60 classrooms (of 750-1,000 square feet each). We will need:

- 8 science labs that each accommodate 30 students
- 6 computer labs for classes of 30 students for testing needs
- 8 classrooms with at least ten data drops to accommodate our Read 180 intervention program
- Main office that includes offices for the administrators
- 3 workspaces: Counselor workspace, teachers' lounge, work room / copy room
- Conference room
- Multi-purpose room that can accommodate all students standing
- ADA accessibility (Americans with Disabilities Act of 1990) and facility education code requirements
- No known presence of asbestos or mold
- Kitchen area, space for food warmers and working refrigerator with adequate electrical outlets
- Adequate storage space for books, etc.
- Parking lot with 100-120 spaces
- Required occupancy: Minimum of one month prior to school start date
- Space for Washington State Regional Office staff

We plan to optimize our investment in facilities so that we can focus our investments on our educational program. We would work with the facilities collaborative to ensure that all facilities provided to Green Dot meet and pass all inspections (safety, fire, elevator / lift, etc.) and comply with any other applicable state and local health and safety requirements, per the Charter Commission.

Green Dot is aiming to find a facility within South Seattle. We believe this community is home to a diverse and high-needs student population that would benefit from the addition of a high-performing 6-12 school with a college-preparatory curriculum. [Refer to the Special Populations and At-Risk Students Section for details on Green Dot's anticipated student population.](#)

Start-Up and Ongoing Operations

1. Provide, as **Attachment 22**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget.
2. Describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Summarize the plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

4. Outline the plans for food service and other significant operational or ancillary services.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Refer to **Attachment 22** for a detailed start-up plan for the school. Green Dot is respectfully requesting to start the school in Fall of 2016 for multiple reasons. 1) Given that we will be pursuing an independent facility, we will need time to secure the appropriate permits, construct or renovate the facility, and provide time for contingency. This planning process is likely to take more than one year. 2) We will need to secure philanthropic commitments for startup funding. We were unable to secure these prior to the application and an approved petition will greatly aid us as we seek funds. 3) We would like to hire a Director of Middle School Programs one-year in advance, but would only make this commitment with an approved petition in hand. If we only know the status of our petition the October prior to opening, we miss out on the peak hiring season for administrator candidates (which is late winter / early spring). By summer, most candidates have already notified their district and secured placements for the upcoming year. 4) While we have started conversations with Community Leaders and partners, we realize we have to make a significant commitment in building a relationship with the South Seattle community. To do that in a thoughtful and respectful manner will take additional time.

2. Green Dot will map out the number of students likely to require transportation and plan to provide transportation to all students who require it. This plan includes a combination of buses, particularly to serve SPED students, shuttles from transit centers and potentially bus passes. The Manager of Finance and Business Affairs will contract with a bus provider for Green Dot Seattle, set rates, negotiate routes and troubleshoot problems over the course of the planning year and once a final facility location has been identified. In addition, this Manager will identify operators who can provide transportation for extracurricular activities and negotiate rates.

GDPSW will abide by all state and federal regulations regarding its transportation service, particularly including the federal McKinney-Vento Homeless Assistance Act. We will work with our transportation contractor, both during the initial negotiations and contract development and after implementation, and use additional resources (such as public transportation options) to ensure that any student that meets the qualification for being homeless or temporarily displaced will be able to remain in the school, even if temporarily living outside of the general boundaries that transportation services are provided.

3. For daily security needs, Green Dot has planned for a campus aide to address issues of school safety within the school. The campus aide will work to create a culture where the Code of Conduct is followed. Green Dot schools will be, at a minimum, appropriately guarded by an alarm system and door and gate locks only accessible by authorized employees. In addition, we will look to contract with security vendors to provide additional security on school campuses as needed and will work with school police officers assigned to each school. If needed, Green Dot Seattle will have a set of indoor and outdoor cameras to be monitored by security personnel and an automated gate at the school entrance where visitors can be identified via camera and must be buzzed in to enter the school (i.e., an electronic strike entry system with video intercom). Once Green Dot secures the final facility location for Green Dot Seattle, it will evaluate if additional safety and security procedures are required.

For emergencies and crises, the Executive Director, the Manager of Finance and Business Affairs and the School Directors will work to develop a school safety plan ("Plan") based specifically on the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook will include, but not be limited to, the following responses: fire, flood, terrorist threats and hostage situations. This Plan will

provide faculty, staff, parent volunteers and students with site-specific emergency instructions during an emergency crisis or disaster. The Plan will delineate responsibilities of all school employees and is organized according to the Standardized Emergency Management System (“SEMS”). School personnel designated to carry out specific emergency responsibilities are expected to understand the policies, procedures and systems. Training and exercises with staff members will be an ongoing component of the Plan. The Plan will be reviewed and updated annually by the School Directors, staff, and district personnel. Drills and exercises will be conducted annually. Copies of the Plan will be distributed to school employees, the Regional Office and other entities as appropriate. GDPSW will also develop a Student Policy Manual that further outlines safety procedures.

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

Green Dot Seattle will comply with local, state and federal building codes. The school will test sprinkler systems, fire extinguishers and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times as well as conduct periodic fire drills.

Lastly, Green Dot Seattle will be a drug-free and smoke-free workplace in compliance with the applicable law. Green Dot strictly prohibits the use, transfer, possession, distribution, sale, or being under the influence of illegal drugs while on duty, while on the premises or while operating a vehicle or potentially dangerous equipment owned or leased by the organization. Green Dot prohibits consumption of alcohol while on duty, while on school premises or while operating a vehicle or potentially dangerous equipment owned or leased by the organization.

GDPSW will ensure that appropriate insurance is purchased for Green Dot Seattle. In the process of purchasing a facility and developing safety plans for the school, Green Dot would look at the requirements of the charter contract and purchase insurance in line with those requirements.

4. Green Dot Seattle will provide a food service program in accordance and compliance with the nutrition regulations outlined in Education Code. The school will offer all students the opportunity to participate in the school breakfast and lunch program. The school will provide its food service program on a contracted basis with the Manager of Finance and Business Affairs overseeing and managing the appropriate vendor. GDPSW will seek bids from local food service providers. GDPSW will release a detailed Request for Proposal (“RFP”) outlining the specific requirements of the program. In addition, the Manager of Finance & Business Affairs will be responsible for working with the office manager and parent coordinator to ensure all parents and guardians complete the federal Free-and-Reduced Price Lunch Program application. The school will employ various strategies to ensure completion of forms by including them in initial student outreach documentation, orientation, school events and communication with parents. For details of Green Dot’s operational plan, [refer here](#).

Operations Capacity

1. Describe the Applicant team’s individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - a. Staffing;
 - b. Professional development;
 - c. Performance management;

- d. General operations; and
 - e. Facilities management.
2. Describe the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot plans to leverage lessons learned from previous schools and continue to build from this foundation with its work in Washington State:

- **Human Capital:** Green Dot has strengthened its practices around performance management and PD as one of the Intensive Partnership Sites for the Gates Foundation to promote effective teaching. Each year, Green Dot successfully hires up to 100 teachers to meet staffing needs.
- **Facilities:** Refer to **Question 2** below for details on Green Dot’s experience in developing facilities.

Green Dot plans to successfully support and execute our operations plan by 1) using a dedicated National Expansion Growth Team including the Chief Growth Officer, the National Growth Team Operations Lead and the National Growth Team Finance Lead to seed Green Dot’s existing best practices in Washington State ; 2) supporting GDPSW with services from Green Dot National and a Washington State Regional Office and 3) Having an Executive Director and a Business Manager to support the launch of Green Dot Tacoma and Green Dot Seattle starting in 2014 itself.

National Expansion Growth Team Operations Lead: All operational aspects of GDPSW will also be supported by the National Growth Team Operations Lead, Ellen Lin who joined Green Dot Public Schools in 2007 as a Senior Manager of New School Development. In her role, Ms. Lin was responsible for setting up the operations for Green Dot’s first transformation school, Locke High School, where Ms. Lin worked to navigate a multitude of complexities around the operations and funding of the school. Shortly after the launch of Locke, Ms. Lin went on to serve as a Cluster Business Manager for several years supporting both independent and transformation middle and high schools in the Green Dot network. Prior to her transition to her current role, Ms. Lin managed Green Dot’s school services, procurement, and facilities departments in California focusing on increasing customer service to the schools while lowering costs. Currently, as the National Expansion Director of Finance and Operations, Ms. Lin serves as a liaison between GDPSN, Green Dot regions, Green Dot schools and other high quality peer organizations to ensure collaboration and implementation of best practices in school operations. Her role includes the set-up of new regional offices, supporting the preparation of campuses in start-up by ensuring procurement processes, school services and school policies are in place (e.g., food services, transportation, student handbook – health, safety, discipline), and codifying systems, policies and procedures across the various operational departments. Additionally, Ms. Lin is responsible for interpreting regional and state-specific requirements and adapting, recommending and developing policies and procedures to govern all operational aspects of Green Dot schools and offices in new regions to ensure processes are in place to monitor compliance to federal, state and local regulations and requirements for non-financial school operations (e.g., Free and Reduced Lunch, Special Education, No Child Left Behind). In conjunction with the Chief Growth Officer, Ms. Lin is responsible for the hiring and training of new regional operational staff.

In addition, Green Dot is hoping to transfer an existing team member from GDPSN to GDPSW to serve as the Manager of Finance and Business Affairs by December 2014.

Green Dot National and Washington State Regional Office Supports
 Green Dot Seattle will be also supported by GDPSN based in California and a local Washington State

Regional Office. This collaboration will help to set operational and instructional guidelines, ensure consistency in academic model and school practices and drive transformational student outcomes.

- **Regional Office:** The Regional Office will be staffed to provide specific services that require significant knowledge and collaboration directly within Washington State. We anticipate staffing the Regional Office with a mix of current, internal Green Dot teammates relocating to Washington State and new teammates hired locally in Washington State.
- **Green Dot National:** The shared services provided by Green Dot National will include key academic model design elements, our teacher effectiveness and evaluation system, recruiting and screening of applicants, knowledge management and data, fundraising and branding. These National services will ensure that our Washington State schools leverage best practices and lessons learned from our 14-year history and are supported by Green Dot's seasoned management team, including our Chief Operating Officer Damien White (operational capacity), Chief Academic Officer Annette Gonzalez (professional development), Chief Talent Officer Kelly Hurley (staffing) and Chief Information Officer Kevin Keelen (data and performance management).

While expanding into Washington will bring new challenges, Green Dot has learned from the launch of our first school in Tennessee and can apply that learning to Green Dot Seattle and the middle school in Tacoma. [Refer to the Existing Operators Section for more details on Green Dot's successful track record, National Expansion Growth Team as well as staffing plans for the Washington State Regional Office.](#)

2. Green Dot Public Schools has a diverse portfolio of facilities for its 19 schools. Building out this portfolio has strengthened our capacity and experience in facilities acquisition and management. Green Dot has built nine facilities (with other schools being housed on district facilities). From these construction projects, Green Dot has developed a strong understanding of the facilities development process as well as the work required in working with lenders and city planning entities. Green Dot has also learned to transition into a facility quickly.

Green Dot's former Director of Facilities (Akil Manley), currently serves the organization as a consultant and has led much of this work and is collaborating with Washington State partners to share guidance and plan for future growth. Given Akil and Green Dot's collective leadership experience, we are confident in our ability to complete the facilities planning process in preparation for a fall 2016 launch.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 3. Financial Plan and Capacity (15 pages)

Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.
6. Describe the school's plans for liability insurance to indemnify the school, its board, staff, and teachers against tort claims.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. GDPSN's Finance & Accounting ("F&A") team is responsible for the financial management of all four entities within Green Dot Public Schools, and will consolidate financials across all regions.

Administrative/business operations performed by the F&A team and supported by the National Human Resources team include:

- Compliance with state and federal regulations
- Preparation of the annual budget in alignment with the educational objectives
- Set-up and implementation of fiscal control policies and procedures across the organization including commonly accepted accounting practices, checking account, adequate payroll procedures, org chart, procedures for the creation and review of monthly financial reports, internal control procedures for cash receipts, cash disbursements and purchases, maintenance of asset registers and financial procedures
- Set-up and assistance for administration of human resources including payroll
- Interfacing with district, county and state when necessary in matters relating to fiscal affairs, reporting, audits and accountability
- Attendance accounting and reporting controls
- All accounting services including establishing a chart of accounts
- Preparation for the annual audit
- Compliance with applicable record keeping requirements
- Compliance with asset inventory policies

The Chief Financial Officer, Director of Finance, Controller, and F&A Lead on the National Expansion Growth Team will provide overall guidance to Green Dot Seattle in executing all financial and accounting controls and processes in the new region, and will review key reports generated by the Manager of Finance & Business Affairs. In the Regional Office, the Manager of Finance & Business Affairs will provide the data to be reviewed by the National Office Accounting department. The Manager of Finance and Business

Affairs will work with the GDPSN accounting department to ensure Accounting and Compliance requirements are known and followed with the region. The financial reports will meet all required Washington State Charter School Commission and OSPI reporting requirements as determined over the next year. The Manager of Finance & Business Affairs will work with School Directors to prepare the budget for Green Dot Seattle and review the school's financial standing with them on a monthly basis. The Manager of Finance & Business Affairs may assist in the development of contingency budgets if required by the National Finance department. Payroll will be managed by a National Office Payroll Manager.

Green Dot uses Sage's ACCPAC as its F&A system to ensure that the books and records are kept accurately, completely and in accordance with financial policies. Green Dot uses Ceridian to manage human resources, payroll and employee benefits. Green Dot is considering transitioning to an enterprise resource planning solution; however, we currently plan to first upgrade our existing systems and network to provide accounting, purchasing and payroll services for Green Dot Seattle.

Green Dot has an extensive set of internal control policies outlined in [Green Dot's FY15 Finance and Accounting Policies Manual](#) including:

- Compliance with Laws
- Signing Authority
- Security of Financial Data
- Security of Documents
- Due Diligence and Periodic Internal Audits
- Use of Assets
- Use of Credit Cards
- Invoicing
- Password Protocol and File Access

The National Growth Team Finance & Accounting Lead will be responsible for setting up the appropriate internal controls and policies for Green Dot Seattle and training the Washington State Executive Director and Manager of Finance and Business Affairs on the implementation of these policies.

2. In addition to the regional and national roles described above, the school administrative team, the School Advisory Council and the GDPSW Board of Directors will play key roles in managing the school's finances. School administrators are responsible for working with the Manager of Finance & Business Affairs to develop a budget. School administrators identify the strategic investment priorities for the school based on academic achievement and the school's strategic plan. Administrators develop an attendance plan since enrolled students are a critical source of revenue. School administrators are also responsible for reviewing budgets on a monthly basis and understanding and managing variances. SACs are comprised of a diverse set of school stakeholders ([refer to the Governing Board Section for additional details](#)). SACs provide critical input into the budget of the school and the use of resources. If a school needs to make budget cuts, the SAC will be consulted for input into where those cuts should be made.

The GDPSW Board of Directors (or their designee such as a Budget & Audit Committee) will be responsible for monitoring the organization's financial records; reviewing and overseeing the creation of accurate, timely, and meaningful financial statements to be presented to the Board; reviewing the annual budget and recommending it to the full Board for approval; monitoring budget implementation and financial procedures; monitoring assets, ensuring compliance with federal, state, and other financial reporting

requirements and helping the full Board understand the organization's financial standing.

3. The Washington State Regional Office and any and all Washington State schools will engage in an annual audit of financial and administrative operations by an independent auditing firm. Green Dot Seattle will adhere to the applicable accounting, auditing and reporting procedures and requirements for charter schools operating in Washington State. Green Dot is aware that the Commission is in the process of clarifying audit requirements with the State Auditor and OSPI given the current requirements for a nonprofit audit and a government audit. Based on the outcome of these discussions, Green Dot will adapt its practices accordingly.

Green Dot's Budget and Audit Committee and the F&A team will oversee the selection of a reputable independent auditor and the completion of an annual audit of Green Dot Seattle's financial books and records. This audit will be conducted in accordance with Generally Accepted Accounting Principles and will verify the accuracy of Green Dot Seattle's financial statements (including their Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices and internal controls. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified. Upon completion of the audit, Green Dot Seattle will provide the Commission with a copy of the audited financial statements and findings. The Budget and Audit Committee (if appointed) of the GDPSW Board will review any audit exceptions or deficiencies and report recommendations to GDPSW's full Board as to how exceptions or deficiencies have been, or will be, resolved. Green Dot Seattle will act upon these recommendations and report its actions to the Commission.

4. Green Dot Seattle will approve the budget, the annual audit and the annual financial report at an open meeting of the Board of Directors where stakeholders will be invited to attend and provide public comment. In addition, parents and other stakeholders are invited to give input into their school's budget during SAC Meetings. Finally, GDPSW will post the annual financial report and IRS Form 990 on its website. The Commission will receive copies of all annual financial reporting.

5. GDPSW will work with GDPSN for payroll and financial support. This National infrastructure will be responsible for supporting data and application management, setting network-wide guidelines and policies to ensure alignment across all schools and regions and providing various "back-office" functions related to finance, accounting, human resources and data/information technology. The National Office will also fundraise in support of GDPSW. Green Dot is the natural choice to provide these services to provide a consistent model, approach and leverage lessons learned. Green Dot has a proven track record in providing these services for existing schools over the past 14 years. Green Dot Seattle will pay approximately a \$1335 per student shared service fee in exchange for all shared services provided (from GDPSN and GDPSW). GDPSW will sign a shared services agreement with GDPSN outlining the services provided in exchange for this cost. Over time, GDPSN and GDPSW will collaborate with Green Dot Seattle before making changes to the shared services fee.

The successful delivery of GDPSN and Washington State Regional Office services will be measured using formal and informal methods. Formally, services will be measured at least once per year as part of Green Dot's National Office and Regional Office Survey (including evaluation of the Washington State Regional Office for Washington State schools). Teammates will be asked to provide feedback on various services provided by the Regional Office and GDPSN. Throughout the year, GDPSN and GDPSW will also monitor performance dashboards for their respective departments to ensure effective delivery of services to the Washington State schools.

6. GDPSW will obtain General Liability, Directors and Officers Liability, Educators Legal Liability, Student Accident, Umbrella Coverage, Data Breach, Property, Commercial Auto Liability Insurance and Workers Compensation insurance to indemnify the school, its board, staff and teachers against tort claims. This insurance will be purchased in accordance with Commission guidelines as outlined in the sample contract.

7. Submit a completed Financial Plan Workbook as **Attachment 23**. Be sure to complete all sheets in the Workbook. In developing the budget, please use the per-pupil revenue guidance provided by the Commission.
8. Budget Narrative: As **Attachment 24**, present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g. grants, donations, fundraising).
 - a. Per-Pupil Revenue. Use the figures provided by the Commission to develop these budget assumptions;
 - b. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Include evidence of commitment for any funds on which the school's core operation depends in **Attachment 24**;
 - c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated; and
 - d. Explain the year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

Financial Management Capacity

1. Describe the Applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
 - a. Financial management;
 - b. Fundraising and development; and
 - c. Accounting and internal controls.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot Public Schools, the parent California organization, is currently a \$120MM organization and has operated in California since 2000.

Track Record of Sound Financial Management

- Green Dot Public Schools has weathered the economic downturn in California, which led to a series of cuts in funding as well as deferrals of payments. Green Dot has been able to isolate schools from year-to-year risk by budgeting for strategic priorities and applying for grant funding to cover services that complement our core educational program. As of June 30, 2014 Green Dot Public Schools had an estimated cash balance of \$23.5 MM.
- Green Dot has put in place contingency budgets so that schools adjust their budget once enrollment numbers are finalized. Green Dot Seattle expects to be able to operate effectively even if funds are delayed or lower than expected. However, in the event that state and federal funds are severely delayed or much lower than expected or Green Dot has a large shortfall in enrollment, Green Dot Seattle will use best practices developed through experiences in California to determine contingency budgets for each school.
- The Regional Manager of Finance and Business Affairs will work directly with the Green Dot

Seattle School Directors to identify areas in the budget that can be streamlined to help meet the new budget demands. Some examples of potential measures include:

- Reducing the amount allocated to classroom materials and supplies
- Reducing the amount allocated to office materials and supplies
- Deferring technology upgrades or replacement
- Green Dot has a seasoned development team that raises between \$7 - \$10MM annually, applying for a variety of state, federal and private foundation grants as well as building relationships with high-net-worth individuals.
- For FY15, Green Dot Public Schools anticipates raising \$10MM.
- Green Dot is in the process of applying for the Federal Charter Replication and Expansion Grant which would provide up to \$800K for a new school opening, and up to \$12MM for the Green Dot family of organizations over multiple years.
- In Washington, Green Dot has already secured funding from two local funders for the launch of the Tacoma middle school. Green Dot has already sought to broaden these relationships and seek funding for Green Dot Seattle.
- In Tennessee, Green Dot has worked with local funders to secure a multi-year commitment through the startup phase of Green Dot's growth, at which point the Tennessee region will become sustainable.
- Green Dot provides compliance support to help schools with accounting and internal controls. Annually, Green Dot's F&A Policies Handbook is approved by the Board of Directors and Green Dot administrators are trained on financial procedures. (See the Financial Plan section)
- Green Dot has developed structures to ensure school administrators review their budgets and plan on a monthly basis, developing resource management as one of their leadership competencies.
- Once local levy funding is available to charter schools, funding rates in Washington State will be favorable compared to California. GDPSC schools have access to multiple credit facilities (i.e., revolving lines of credit through Wells Fargo and other lending institutions). Green Dot would establish similar lines of credit for its Washington State schools as well.

Finally, Green Dot Public Schools has a seasoned team leading this work:

Sabrina Ayala, Chief Financial Officer

Refer to **Attachment 11** for Sabrina Ayala's experience and qualifications.

National Expansion Growth Team Finance Lead – Karen Orr

In addition, Green Dot's former Controller, Karen Orr, is acting as the F&A Lead for the National Growth Team. In her new role, Karen is helping with the following aspects of transitioning to a new region:

- Interpret regional and state-specific requirements and develop policies and procedures to govern all financial aspects of Green Dot schools and offices in new regions, including Financial Statements, Accounting, Internal Controls, Budgets, Reporting and Compliance
- Develop a deep understanding of regional education funding models to assess organizational strengths, weaknesses, opportunities and threats and gain a thorough working knowledge of all restricted support arrangements
- Ensure processes are in place to monitor compliance to federal, state and local regulations/requirements and private donations/grant restrictions
- Support the development of tools and reports that highlight monthly, quarterly and annual financial performance and forecast regional financial projections
- In conjunction with the Chief Growth Officer, National Expansion Growth Team Operations Lead

and Regional Executive Director(s), support the hiring process of the Regional Director(s) or Manager(s) of Finance and Business Affairs and Regional Office Finance staff

- Work with the Regional Director(s) or Manager(s) of Finance and Business Affairs to set-up financial systems to ensure accurate and compliant data collection/reporting and accounting systems to ensure they conform to the local charts of accounts in all new regions
- Assist in the selection of a regional auditing firm and development of the regional audit schedule
- Partner with the Regional Director(s) or Manager(s) of Finance and Business Affairs to develop regional budget templates and work with administrators and staff members to develop school budgets in start-up
- Codify financial processes and tools, and train Regional staff members on the Green Dot Financial Model
- Serve as a liaison between the Green Dot National Office, Green Dot regions, Green Dot schools and other high quality peer organizations to ensure collaboration and implementation of best practices in school finances and budgeting
- Problem solve around local and school-level financial issues
- Partner with the local district on financial initiatives and requests

GDPSW will be successfully positioned to develop strong financial management, robust fundraising and development and sound accounting and internal controls by learning from Green Dot's experience over the past 14 years, leveraging the leadership team in place and using the planning year to become immersed in financial policies impacting Washington State schools.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 4. Existing Operators (10 pages)

For applicants who already operate one or more schools, including charter management organizations (CMOs) and educational management organizations (EMOs), please respond to the following questions:

1. Provide a detailed description of the organization's growth plans and capacity to successfully support and execute that plan including business plans to support anticipated growth.
2. Using the *Portfolio Summary Template*, complete all requested information for each of the organization's schools and provide as **Attachment 25**.
3. Disclose schools that have been closed or non-renewed, or charters that have been revoked.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. As Green Dot enters its next phase of growth, we first considered where we could have the greatest impact in executing our vision – within California, expanding nationally or testing other innovative models. Through this exploration, we concluded Green Dot would have the most impact through serving high need students outside of California in environments with 1) market need, 2) financial viability, 3) support for education reform, 4) appeal for Green Dot employees, 5) strong talent pools and 6) Common Core adoption. After conducting a thorough search, Green Dot decided to serve high-need students in Memphis via the Achievement School District by transforming failing secondary schools, and we are now planning to launch a full high school transformation in Memphis in school year 2014-2015.

Concurrently, Green Dot has been excited to learn about the evolving landscape for charters in Washington State. Poor and minority students in Washington State need better school choices. Washington State is financially viable given the support of philanthropists and access to local levy money, and Washington State is appealing to Green Dot – from an individual employee perspective as a place to live and work, and from an organizational perspective given its proximity to our home base in Los Angeles, its participation in the Smarter Balanced Common Core consortium and its growing talent pipelines. Green Dot seeks to collaborate with Washington State Charter Commission to 1) replicate Green Dot's successful secondary school model outside of California and 2) change the odds for Washington State students who attend the lowest performing schools. Our mission and vision directly align with the goals of Washington State – to create opportunities for all children in Washington State to thrive in stable families, great schools and strong communities.

Growth Plans

Green Dot is respectfully requesting approval of a charter that would authorize the opening of a new charter span school serving students in grades 6-12 in school year 2016-2017. The school will matriculate approximately 160-180 sixth grade students each year. When fully enrolled, the school estimates it will serve approximately 1,200 students in grades 6-12. Green Dot plans to continue to learn about Washington State and if successful, Green Dot anticipates seeking, at a later time approval to open one more school in Washington State. At that point, Green Dot would have started a small cluster of schools and we believe this optimizes our ability to serve a meaningful number of students, while also helping Green Dot achieve the scale required to justify opening a Washington State Regional Office. Green Dot's ideal growth model for Washington State would entail Green Dot being authorized to serve ~2,400 students by 2017-2018, the current lifetime of the charter law. At this time, Green Dot is focused on opening schools in Southeast Tacoma and South Seattle, where there is a higher concentration of high-need students, as indicated by free and reduced lunch percentages and higher student populations of minority, special needs and English language learner students, and subgroup performance data per OSPI.

To ensure that our organization maintains a high quality of service to all students, Green Dot is considering both its regional Washington State and full-scale national growth rates. In California, Green Dot plans to continue to open approximately one to two middle schools a year to serve as feeder schools to our existing California high schools. In Memphis, we plan to open high schools and feeder middle schools, resulting in five 6-8 and five 9-12 grade charter schools at scale. Each of Green Dot's schools serves approximately 500-600 students. The table below illustrates Green Dot's proposed national expansion plan through 2018. Green Dot would need to apply for additional charters in Washington State in future authorization cycles.

Year	California	Memphis	Washington State	New Schools
2013-2014	Locke Area MS	Planning	Initial Application	1
2014-2015	Avalon MS Boyle Heights MS	School 1	Planning Year	3
2015-2016	Pat Brown MS	School 2 School 3	Tacoma Middle School	4
2016-2017	Inglewood MS	School 4 School 5	Seattle Span School	4
2017-2018	Jordan Area MS	School 6 School 7	High School	4

Capacity to Support Growth Plans

Green Dot plans to successfully support and execute our growth plans by A) using a fully-dedicated National Expansion Growth Team to seed Green Dot's existing best practices and culture in Washington State B) supporting GPSW schools with Green Dot's National Office in California and a Washington State Regional Office and C) leveraging our teacher effectiveness initiatives, Administrator-in-Residence program and robust human capital pipeline to build a network of leaders for Washington State.

A. National Expansion Growth Team

In Washington State, the National Expansion Growth Team's main focus will be to build processes and a strong foundation for Green Dot schools in Washington State (around human capital, instruction and operations) and to provide support and coverage for the Washington State Executive Director. The National Expansion Growth Team will play a key role during the formation of the first school. This team will include the 1) Chief Growth Officer (Dr. Megan Quaille), 2) National Expansion Growth Operations Lead (Ellen Lin) and 3) National Expansion Growth Finance & Accounting Lead (Karen Orr).

The National Expansion Growth Team will be led by Dr. Megan Quaille. She is fully dedicated to developing and starting up Green Dot schools and offices in new regions. Prior to her role as Chief Growth Officer, Megan served as Green Dot's Vice President of Education for four years. In this role, Megan was responsible for overseeing the development and implementation of Green Dot's academic model at its existing 19 schools in Los Angeles. In addition, she has been instrumental in Green Dot's teacher effectiveness and performance management efforts. Megan began her career at Green Dot in August 2007 as a Cluster Director (Area Superintendent) responsible for overseeing the leadership teams at five high schools. Before joining Green Dot, she was Chief Executive Officer and co-founder of Civitas Schools, a Chicago-based education management organization. She began her work with CICS as the founding Principal of CICS Northtown Academy Campus. Prior to her role with CICS, Quaille served for

three years as the principal of an urban private school. Her educational experiences also include positions as Assistant Principal, English teacher and coach. See **Attachment 11** for additional details.

B. National and Washington State Regional Office Supports

Green Dot Seattle will be supported by Green Dot's National Office based in California and a Washington State Regional Office.

Green Dot National

Green Dot's seasoned management team will provide support and oversight to Green Dot Seattle. The National supports to Washington State will primarily be led by our Chief Executive Officer (CEO), Marco Petruzzi; Chief Financial Officer (CFO), Sabrina Ayala; and Chief Growth Officer, Dr. Megan Quaille. Green Dot's National services will ensure that our Washington State schools leverage best practices and lessons learned from Green Dot's 14-year history.

- **Academic & Human Capital Model:** GDPSN has primary responsibility for defining the academic program that guides all Green Dot schools to provide high-quality, education programs. Hiring and development for Green Dot Seattle's School Directors and teachers will also be supported by the National Team, including our educator effectiveness initiatives and the Administrator-In-Residence program.
- **Finance & Operations:** GDPSN sets operational and financial strategy that impacts all Green Dot schools. This National infrastructure will be responsible for supporting data and application management, setting network-wide guidelines and policies to ensure alignment across all schools and regions and providing various "back-office" functions related to finance, accounting, human resources and data/information technology.
- **Development & Communications:** GDPSW schools will also benefit from the large scale Green Dot has already achieved, advantages of national fundraising and public relations/communications initiatives and ability to share highly advanced systems and tools that are not financially feasible for a single or a small family of schools.

Washington State Regional Office

Green Dot has started to create a regional support structure in Washington State to support schools' academic, financial and operational needs. The Washington State Regional Office will be led by Bree Dusseault as the Washington State Executive Director. In time her team will grow to include a Manager of Human Capital and Human Resources, Manager of Finance and Business Affairs, four Instructional Coaches and a SPED Administrator. Bree will report to GDPSW's Board and Green Dot's Chief Growth Officer, Dr. Megan Quaille. As the region grows, Green Dot may hire additional Regional Office team members to provide the necessary supports to GDPSW schools. Green Dot is seeking philanthropic funding and/or grants to support the Washington State Regional Office and National Expansion Growth Team costs in its initial years of operation. In the future, these costs will be shared across all Green Dot Washington schools and covered by shared service fees in steady-state.

- **Washington State Executive Director (Bree Dusseault):** The Washington State Executive Director will oversee the academic performance, instruction and operations across all GDPSW schools and the Washington State Regional Office. Working with the National Expansion Growth Team, her major duties will be to supervise, coach and evaluate all GDPSW Principals and School Directors, manage the operations and finances of the region and build relationships across the schools.
- **Manager of Finance and Business Affairs:** The Manager of Finance and Business Affairs will manage the financial and operational aspects of the Washington State Regional Office and all

GDPSW schools. This individual will work closely with Principals and School Directors to determine the budgets and resource allocations for the schools. The Manager of Finance and Business Affairs will report to the Washington State Executive Director and have a dotted line relationship to Green Dot's CFO Sabrina Ayala.

- **Manager of Human Capital and Human Resources:** We anticipate hiring a Manager of Human Capital and Human Resources to assist with hosting local recruiting efforts and identifying teacher candidates for the National Human Capital team to interview. In addition, he/she will manage human resources processes, compliance and onboarding for GDPSW schools. The Manager of Human Capital and Human Resources will report to the Executive Director and have a dotted line relationship to the Chief Talent Officer, Kelly Hurley, and the Chief Operating Officer (Damien White).
- **Instructional Coaches & SPED Administrator:** As the region scales, GDPSW plans to hire multiple Instructional Coaches (one for each core content area) to support GDPSW. The Instructional Coaches will set instructional/curriculum guidelines, support staff PD and provide coaching and content expertise for teachers. The Instructional Coaches will report directly to the Washington State Executive Director. By 2016-2017, GDPSW also plans to hire a SPED Administrator to provide additional support to GDPSW teachers in serving special populations and at-risk students.

C. Robust Human Capital Pipeline of Network Leaders

Green Dot ensures a great teacher leads every classroom, and a great principal leads each school.

Pipeline of Strong Administrators

Green Dot conducts extensive diligence to select the most qualified and dedicated School Leaders for all of its schools. Green Dot plans to identify its Director of MS Programs at least nine months prior to the school opening. We will look within our existing cadre of administrators in California to identify Green Dot Seattle School Leaders. Since existing school leaders are already familiar with the Green Dot mission, values and transformation model, he/she will serve as a key ambassador of the Green Dot model in Washington State. We also understand the importance of hiring school leaders from local communities and will seek partnership with local human capital organizations to identify potential candidates for future Washington State schools. We plan to look internally at Green Dot California Assistant Principals and Teacher Leaders who are interested in supporting Washington State. Finally, we will use our extensive relationships with universities across the nation to search for candidates. The Washington State Executive Director and Chief Growth Officer will develop, support and evaluate School leaders. These evaluations will be used to drive decisions about training, support, compensation and career path.

- **School Leader Professional Development:** School leaders at Green Dot Seattle will be provided with a comprehensive PD program including:
 - **Coaching:** The Executive Director and Chief Growth Officer will provide individualized coaching sessions to Green Dot Seattle's Founding School Directors bi-weekly. These coaching sessions will be focused on developing the Principal as an instructional leader.
 - **95/5 Sessions:** Based on the belief that School Leaders should spend 95% of their time onsite providing instructional leadership and 5% of their time offsite in Green-Dot wide trainings, 95/5 is a monthly, full-day PD session for Principals, Directors, Assistant Principals and Assistant Directors. GDPSW School Leaders will be able to attend these sessions either in-person or via video conference to take advantage of best practices across Green Dot schools.
 - **Administrators' Retreat:** Green Dot Seattle's School Directors will have the opportunity to attend a two-day retreat with all Green Dot administrators in Los Angeles. This retreat

- allows school leaders to reflect, evaluate progress and share best practices.
- **Offline Supports:** Green Dot is building out an extensive set of tools to help administrators calibrate on the CRTF and hold conversations with teachers about effective teaching. Administrators will be able to work with the CRTF Implementation Coordinator to hone their observation and debrief skills.
- **Manager of Finance and Business Affairs:** The Manager of Finance and Business Affairs will provide finance and operational support to Green Dot Seattle’s School Directors (i.e., resolving issues around budget, facilities, maintenance and other school-site operational issues.)
- **Administrator-in-Residence Program:** Developed in 2007, the AIR program trains Residents on Green Dot’s model and builds a pipeline of school leaders with the skills and experience necessary to manage high-performing secondary schools. The program provides Residents with real-world assignments shadowing high-performing Principals in existing Green Dot California schools and ongoing PD from Mentor Principals, Assistant Principals and Cluster Directors (Area Superintendents). Residents are also required to complete a number of projects to demonstrate that they have developed the necessary competencies for success. Green Dot’s goal is to identify potential AIRs in Washington State and train them as Residents through the AIR program in California before they assume school leadership roles at GDPSW schools. Green Dot may also hire experienced school leaders from Washington State and place them directly into school leadership positions if they are highly qualified.

Pipeline of Teacher Leaders

As mentioned before, the primary goal of The College-Ready Promise (TCRP) is to improve teacher effectiveness in order to prepare all students for success in college and beyond. However, an equally important objective is to attract and retain the most talented teachers into our organization by recognizing and rewarding success. Green Dot aims to create a system in which aspiring teacher leaders within the organization may be identified, recruited, trained and placed in instructional leadership positions.

To accomplish this, Green Dot has developed meaningful career opportunities to allow proven teachers for a chance for continued professional growth and increased responsibility. After teachers have mastered classroom instruction and reach “Highly Effective,” they can take on additional leadership roles within their school, the region and the Green Dot organization. These roles help groom interested Teacher Leaders for the AIR program, where they can progress to become Assistant Principals and Principals.

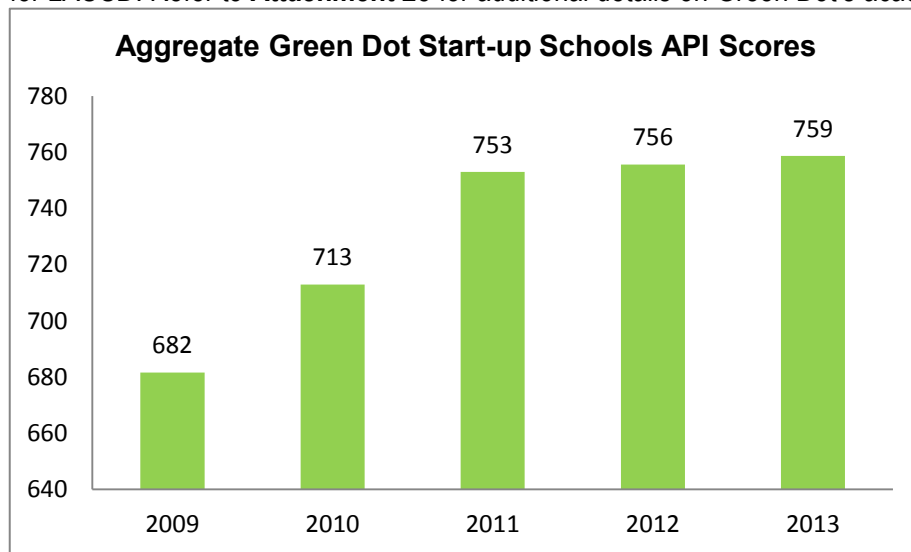
2. In August 2000, Green Dot opened with one 9th-grade class of 140 students. Today, our organization operates 19 schools (with four schools under one CDS code) serving over 10,000 students in communities across Los Angeles. We operate a mix of start-up and conversion schools that are located in many of the most socio-economically, disadvantaged neighborhoods in Los Angeles. Our student population is predominantly minority (99% African-American or Hispanic) and low-income (more than 92% of our students qualify for free or reduced lunch).

Results

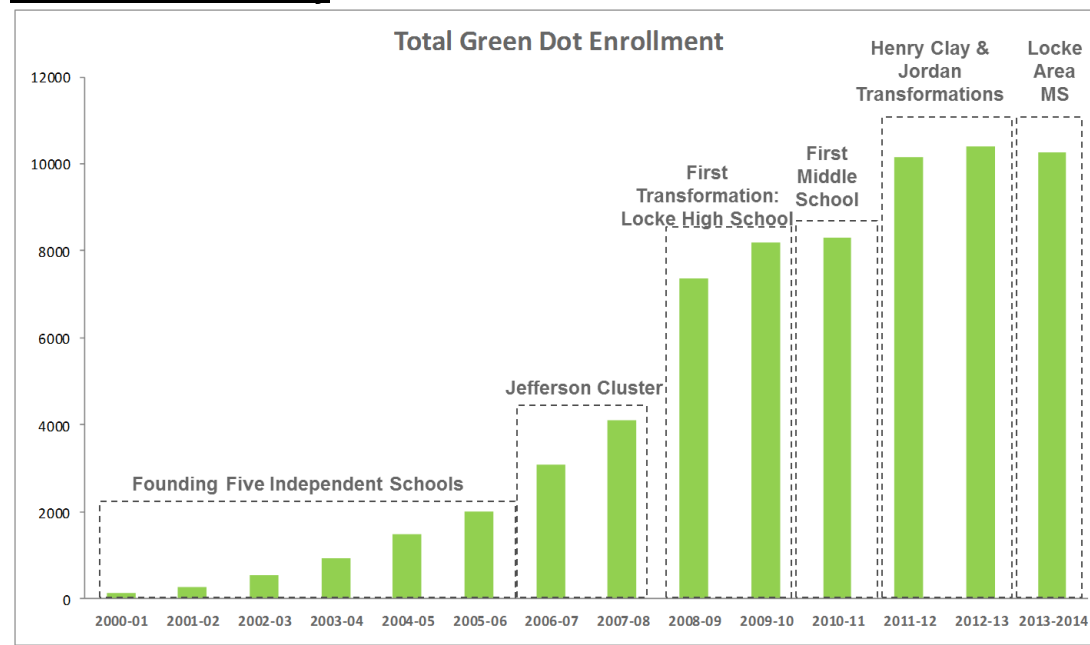
Green Dot schools average more than 50 points higher on the annual California Academic Performance Index (“API”) than comparable public schools in similar neighborhoods. The API is a measurement of academic performance and progress of individual schools in California. API scores range from a low of 200 to a high of 1000, with the State Department of Education having set a goal of 800. In 2012-2013, Green Dot’s aggregate API score climbed 19 points, marking the fourth straight year of collective gains for the Green Dot network. This average 19-point gain at Green Dot schools occurred in a year where the

average API score in California decreased two points, and API scores within the Los Angeles Unified School District (“LAUSD”) increased by three points. Green Dot’s start-up middle and high schools routinely exceed the API scores of other neighborhood schools by even wider margins. Ánimo Jackie Robinson Charter High School and Ánimo Pat Brown Charter High School, for example, achieved API scores 150 points higher than local schools with identical socio-economic characteristics.

As displayed in the graph below, Green Dot has consistently increased our aggregate API score for our start-up middle and high schools over the past five years. Two of our schools, Ánimo Leadership Charter High School and Ánimo Inglewood Charter High School, exceed the statewide API goal of 800; several more are poised to pass it in the next few years. Our start-up schools are also graduating students at rates previously unheard of in the communities they serve - the cohort graduation rate for 9th graders entering a Green Dot independent school in 2008 averaged 86% in 2012, compared to 79% for the state and 65% for LAUSD. Refer to **Attachment 25** for additional details on Green Dot’s academic performance data.



Green Dot School History



Early Success with Start-Up Schools:

- **Founding Five:** Between 2000 and 2005, Green Dot opened five independent charter high schools in some of the toughest neighborhoods in Los Angeles. All five went on to be named in *Newsweek's* annual ranking of the best high schools in the country and were medal winners in the annual *U.S. News and World Report* list, placing them in the top 2.5% nationally.
- **Jefferson Cluster:** In 2006, Green Dot opened a cluster of five charter high schools to create a parent 'zone of choice' around Thomas Jefferson High School, at that time, the lowest performing school in LAUSD. In 2010, Green Dot independently chose to close two of these five schools. Green Dot recommended the closure of *Ánimo Film and Theater Arts* since the school's focus on the arts was not aligned with Green Dot's academic model. Green Dot also recommended the closure of *Ánimo Justice* due to the saturation of charter schools in the neighborhood, low academic performance, and the failure of Los Angeles Unified School District to provide the school with promised facilities. In 2012, the API scores of Green Dot's three remaining schools in this area are between 100 and 200 points higher than Thomas Jefferson High School.

Leader in School Turnarounds:

By 2007, over the course of seven years, Green Dot had built 10 public charter schools in the Los Angeles area, but only served 3,000 students in a district that was responsible for 700,000. Green Dot realized that growth of independent charter schools at this rate was barely going to make a dent. In 2008, Green Dot expanded its approach to focus on turning around chronically low-performing schools and took on the transformation of Alain LeRoy Locke College Preparatory Academy.

- **Locke Transformation:** With more than 2,200 students, Locke was 15 times the size of a typical charter school launch and one of the worst high schools in California. The campus was physically dangerous, truancy was rampant and chronically low student outcomes were reflected in an API of 515. It was one of the largest whole-school transformations attempted anywhere in the country and presented an enormous challenge for the administrators and teachers responsible for meeting the expectations of the community. In 2012, results published from a three-year, quasi-experimental matched-pair evaluation conducted by UCLA's National Center for Research on Evaluation, Standards & Student Testing ("CRESST") found that four years into the turnaround, Green Dot students were 1.5x more likely to graduate and 3.7x times more likely to have completed coursework that prepares them for college. After five years, the school's API is almost 100 points higher than under the operational control of Los Angeles Unified School District. Just as importantly, Green Dot has learned from the experience, evaluating and improving the Green Dot model to reflect fresh understanding and insight into turnaround dynamics.
- **Henry Clay & Jordan Transformations:** The progress of the Locke turnaround led to subsequent transformations by Green Dot of Henry Clay Middle School (*Ánimo Phillis Wheatley* and *Ánimo Western*) and David Starr Jordan Senior High School (*Ánimo College Prep Academy*) in 2011.⁴ Henry Clay was the worst performing middle school in California and had been

⁴ Jordan was restructured as two new schools sharing a single campus: one a Green Dot school and the other operated by the mayor's Partnership for Los Angeles Schools (PLAS). Concurrently, Henry Clay was divided into two small learning academies: *Ánimo Western Charter Middle School* and *Ánimo Phillis Wheatley Charter Middle School* (known officially by their charter names: *Ánimo Charter Middle School #3* and *Ánimo Charter Middle School #4*, respectively).

designated as the highest priority school in the state for School Improvement Grant (SIG) funding. Jordan is located in Jordan Downs, one of the country's oldest and largest housing projects. The lessons learned from Locke allowed administrators and teachers to greatly accelerate turnaround at Henry Clay and Jordan. After only two years, API has risen 122 points (from 516 to 638) at Jordan and 109 points (from 553 to 662) at the Clay schools, with Jordan being cited by the California Department of Education as the most improved public high school in the state.

Building Feeder Middle Schools:

Middle Schools to Support Existing High Schools: Green Dot is now in the process of building out feeder middle schools for each existing Green Dot High School in Los Angeles. In 2010-2011, Green Dot realized that in order to fully deliver on the mission, we needed to serve students for seven years to make them fully prepared for success in college, leadership and life. At that time, Green Dot launched its first middle school – Ánimo Jefferson Middle School. Since then Green Dot has added two additional independent middle schools (Ánimo Westside and the Locke Area MS, recently renamed Ánimo James B. Taylor), and the Henry Clay Middle School Transformation (Ánimo Western and Ánimo Phillis Wheatley). With the addition of feeder middle schools, Green Dot can make further progress on the goal of having students be college-ready by the time they graduate.

3. In its 14-year history, Green Dot has not had a charter revoked. As mentioned above, in 2010, Green Dot independently chose to close two of its schools. Green Dot recommended the closure of Ánimo Film and Theater Arts since the school's focus on the arts was not aligned with Green Dot's academic model. Green Dot also recommended the closure of Ánimo Justice due to the saturation of charter schools in the neighborhood, low academic performance and the failure of LAUSD to provide the school with promised facilities. In 2013, Green Dot also independently chose to re-organize Alain LeRoy Locke College Preparatory Academy, formerly five individual Green Dot high schools, by creating three small learning communities for 10th-12th graders and a single 9th grade academy on one main campus. This reorganization is enabling Green Dot to provide more targeted interventions to incoming 9th graders. As a result, the Locke Family of Schools currently shares one country-district-school (CDS) code in California that is used for purposes of school identification as well as tracking student demographics and student achievement levels.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: Buhayar Andrew Michael
Last First Middle

Former Name(s)/Aliases/Maiden Name(s):

None

Address:

[REDACTED]
Street City State Zip Code

Date of birth: [REDACTED] Sex: Male Female
Month Day Year

Have you been fingerprinted in the past? Yes No

In what state? [REDACTED]

For what purpose? [REDACTED]

Have you ever been arrested and/or convicted of a crime or offense? Yes No

(Minor traffic offenses such as parking or speeding violations need not be listed)

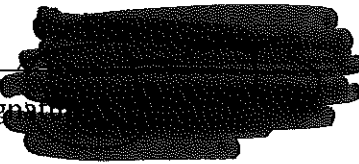
If you have answered yes, conviction records for each of the associated offenses must be disclosed. At a minimum, the disclosure must include the date of arrest, date of offense, date of conviction, offenses, court name, case number, state where conviction occurred, as well as a copy of the charging and sentencing documents.

NOTE: Copies of judgments, sentencing documents and termination of probation orders may be obtained from the clerk of the county where those orders were issued and filed.

This disclosure requirement is continuing. You must notify the Commission within 5 business days if you are convicted of any crimes or offenses after this form has been completed.

CERTIFICATION

I Andrew M. Buhayar certify that I all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.

Signature  Date 7/11/2014

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: Dusseault Brianna Nixon
Last First Middle

Former Name(s)/Aliases/Maiden Name(s):

Address: _____
Street City State Zip Code

Date of birth: _____ Sex: Male Female
Month Day Year

Have you been fingerprinted in the past? Yes No

In what state? _____

For what purpose? _____

Have you ever been arrested and/or convicted of a crime or offense? Yes No

(Minor traffic offenses such as parking or speeding violations need not be listed)


If you have answered yes, conviction records for each of the associated offenses must be disclosed. At a minimum, the disclosure must include the date of arrest, date of offense, date of conviction, offenses, court name, case number, state where conviction occurred, as well as a copy of the charging and sentencing documents.

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CERTIFICATION

I Brianna Dusseault certify that all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.

 _____ 7/9/14
Signature Date

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: De Jesus Cristina Gililand
Last First Middle

Former Name(s)/Aliases/Maiden Name(s):
N/A

Address: [REDACTED]
Street City State Zip Code

Date of birth: [REDACTED] Sex: Male Female
Month Day Year

Have you been fingerprinted in the past? Yes No

In what state? [REDACTED]

For what purpose? [REDACTED]

Have you ever been arrested and/or convicted of a crime or offense? Yes No

(Minor traffic offenses such as parking or speeding violations need not be listed)

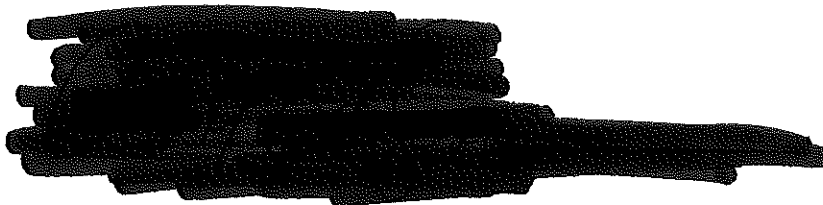
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CERTIFICATION

I Cristina de Jesus certify that I all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.

A large, solid black rectangular redaction covers the signature area, completely obscuring the name and any handwritten notes.

July 11, 2014

Signature

Date

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: Andrews Kaaren _____
Last First Middle

Former Name(s)/Aliases/Maiden Name(s):
N/A _____

Address: _____
Street City State Zip Code

Date of birth: Sex: Male Female
Month Day Year

Have you been fingerprinted in the past? Yes No

In what state?

For what purpose?

Have you ever been arrested and/or convicted of a crime or offense? Yes No

(Minor traffic offenses such as parking or speeding violations need not be listed)

If you have answered yes, conviction records for each of the associated offenses must be disclosed. At a minimum, the disclosure must include the date of arrest, date of offense, date of conviction, offenses, court name, case number, state where conviction occurred, as well as a copy of the charging and sentencing documents.

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CERTIFICATION

I Kaaren Andrews certify that I all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.



Signature

7/2/14

Date

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: Mitchell Kimberly Lasher
Last First Middle

Former Name(s)/Aliases/Maiden Name(s):
Kimberly Susan Lasher (maiden name)

Address:

[REDACTED]
Street City State Zip Code

Date of birth: [REDACTED] Sex: Male Female
Month Day Year

Have you been fingerprinted in the past? Yes No

In what state? [REDACTED]

For what purpose? [REDACTED]

Have you ever been arrested and/or convicted of a crime or offense? Yes No

(Minor traffic offenses such as parking or speeding violations need not be listed)

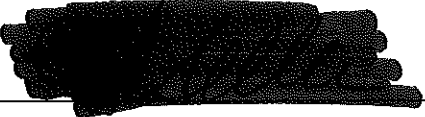
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CERTIFICATION

I Kimberly L. Mitchell certify that all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.



Signature

7/2/14
Date

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: Kondracke Marguerite W.
Last First Middle

Former Name(s)/Aliases/Maiden Name(s):

[REDACTED]

Address:

[REDACTED]
Street City State Zip Code

Date of birth: [REDACTED]
Month Day Year

Sex: Male Female

Have you been fingerprinted in the past? Yes No

In what state? [REDACTED]

For what purpose? [REDACTED]

Have you ever been arrested and/or convicted of a crime or offense? Yes No

(Minor traffic offenses such as parking or speeding violations need not be listed)

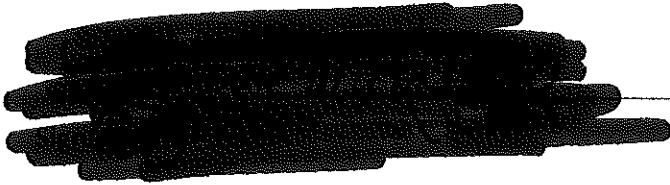
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CERTIFICATION

I Marguerite Kondracke certify that I all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.

A large, solid black rectangular redaction covers the signature area of the document.

7/2/14
Date

CERTIFICATION

I MARCO PETRUZZI certify that all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.

A large, dark, irregular redacted area covering the signature.

7/11/14

Signature

Date

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: Quaile Megan Ann
Last First Middle

Former Name(s)/Aliases/Maiden Name(s):

Address: _____
Street City State Zip Code

Date of birth: _____ Sex: Male Female
Month Day Year

Have you been fingerprinted in the past? Yes No

In what state? _____

For what purpose? _____

Have you ever been arrested and/or convicted of a crime or offense? Yes No

(Minor traffic offenses such as parking or speeding violations need not be listed)

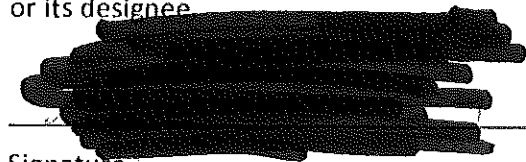
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CERTIFICATION

I Meagan Quate certify that I all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee



Signature

7/11/14

Date

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: Rajan Nithya _____
Last First Middle

Former Name(s)/Aliases/Maiden Name(s):

Address:

Street City State Zip Code

Date of birth: _____
Month Day Year

Sex: Male Female

Have you been fingerprinted in the past? Yes No

In what state? _____

For what purpose? _____

Have you ever been arrested and/or convicted of a crime or offense? Yes No

(Minor traffic offenses such as parking or speeding violations need not be listed)

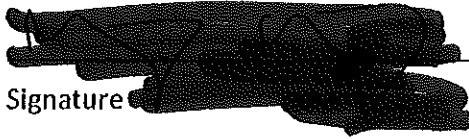
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This disclosure requirement is continuing. You must notify the Commission within 5 business days if you are convicted of any crimes or offenses after this form has been completed.

CERTIFICATION

I Nithya Rajan certify that all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.

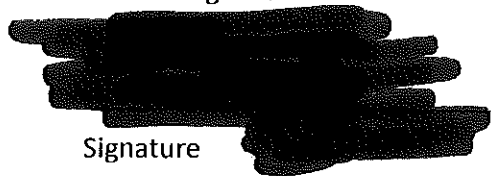
 Signature

7/11/14

Date

CERTIFICATION

I Sabrina Ayala certify that I all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.

A large blacked-out area redacting the signature of Sabrina Ayala.

Signature

7/2/14

Date

Attachment #2 – Green Dot Washington State Sample Scope and Sequence

Attachment #2a - Scope and Sequence for Sixth Grade English Language Arts

Quarter 1 – Unit at a Glance					
Essential Questions	Common Core Focus Standards	Course Outcomes Students Will Be Able To (“SWBAT”)	Texts	Vocabulary	Assessments
<p>Essential Questions: How do real life events shape our views and opinions and impact our decisions?</p> <p>What causes a person to take a stand?</p> <p>What type of outcomes does segregation cause?</p> <p>How do people react differently to the same world or current events?</p>	<p>Reading Literature: RL 6.1, RL 6.3, RL 6.7, RL 6.9</p> <p>Reading Informational: RI 6.1, RI 6.3, RI 6.5, RI 6.6, RI 6.7</p> <p>Writing: W 6.1 a,b,c,d,e, W 6.3, W 6.4,W 6.5,</p> <p>Speaking and Listening: SL 6.1,a,b,c,d,</p> <p>Language: L 6.1, L 6.2, L 6.6</p>	<p>Reading SWBAT summarize nonfiction articles by writing a one-paragraph objective summary.</p> <p>SWBAT compare and contrast the actions and motivations of different historical figures by writing a comparison information / explanatory essay on Malala Yousafzai and Ruby Bridges.</p> <p>SWBAT compare different genres of text to reveal similar themes by writing a one-paragraph response citing evidence from the text.</p> <p>Speaking and Listening: SWBAT articulate their ideas by participating in small group discussions in the form of literature circles / or socratic seminars.</p> <p>SWBAT generate higher level questions by using depth of knowledge (“DOK”) stems to write discussion questions on the non-fiction texts in the unit.</p> <p>Writing: SWBAT compose a well-structured and well supported informational / explanatory essays using supporting evidence from the text.</p> <p>Language: TBD based upon student writing.</p>	<p>Literary Texts:</p> <ul style="list-style-type: none"> The Watsons Go to Birmingham, 1963 Ballad of Birmingham (poem) <p>Informational Non-Fiction Texts:</p> <ul style="list-style-type: none"> Ruby Bridges: Through My Eyes (introduction) The Story of Ruby Bridges by Robert Coles I Am Elizabeth Eckford <p>Informational Non-Fiction Texts:</p> <ul style="list-style-type: none"> Birmingham Church Bombing Article Malala Yousafzai: I Have the Right <p>Multimedia:</p> <ul style="list-style-type: none"> I Am Elizabeth Eckford (audio) 	<p>Tier 2 – Academic: Evidence Identity Analyze Infer Characteristic Conclude Describe Relevant Irrelevant Introduction</p> <p>Tier 3 – Domain Specific (Literary / Content Terms): Narrative Character Traits Racism Segregation Integration Civil Rights</p>	<p>Formative Writing Tasks: <i>Biographical Narrative:</i> Prompt: A time I was happiest this summer. <i>Response to Literature:</i> Prompt #1: Compare and contrast how Kenny and Byron reacted to Byron beating up Larry Dunn? Cite specific character traits or events that support his change. Prompt #2: Compare and contrast how the bombing affected Kenny and Byron’s views of the world when they returned home (pgs. 202-204). Cite specific character traits or events that support your claims.</p> <p>Summative: Performance Task w/ Multiple Sources: How do the events in a person’s life impact their decisions? Their attitudes?</p> <p>You are a student who was selected to present a speech at a conference for “Kids Who Make a Difference.” You have selected Ruby Bridges and Malala Yousafzai as two young girls whose experiences shaped how they made a difference in the world. After reading various articles about them, write a speech that compares how their experiences shaped them and describes how they represent “Kids Who Made A Difference.” Be sure to support your discussion with evidence from the texts. In your response, you must draw from at least two of the sources (informational texts) provided.</p>

Attachment #2a - Scope and Sequence for Sixth Grade English Language Arts

Quarter 2 – Unit at a Glance					
Essential Questions	Common Core Focus Standards	Course Outcomes Students Will Be Able To (“SWBAT”)	Texts	Vocabulary	Assessments
<p>Essential Questions: What would you risk for a better future? What’s worth fighting for?</p> <p>Themes: Family is what carries you through difficult times People need hope or a goal to withstand difficult situations Getting through difficult situations makes you stronger</p> <p>Big Ideas: Immigration policies, ethics of child labor</p>	<p>Reading Literature: RL 6.9</p> <p>Reading Informational: RI 6.7</p> <p>Speaking and Listening: SL 6.1, c,d,</p> <p>Writing: W 6.5,6.9,a</p> <p>Language: TBD based upon student writing.</p>	<p>Reading SWBAT respond to specific passages of the novel by writing a one paragraph response citing evidence from the text to support their opinion.</p> <p>SWBAT compare different genres of text to reveal similar themes by writing a one paragraph response citing evidence from the text.</p> <p>Speaking and Listening: SWBAT articulate their ideas by participating in small group discussions in the form of literature circles.</p> <p>Writing: SWBAT compose a well-structured and well supported response to literature with supporting evidence from the text.</p> <p>Language: TBD based upon student writing.</p>	<ul style="list-style-type: none"> • Lupita Manana by Patricia Beatty • Fatal Sunshine: The Plight of California’s Farm Workers, TIME, by Kevin O’Leary • To Live in the Borderlands Means You... http://thefeministtexican.wordpress.com/2009/06/19/to-live-in-the-borderlands-means-you/ • Photos: ABC News Investigation The Blueberry Children http://abcnews.go.com/Blotter/slideshow?id=8953113 • Show video clip/read investigative piece 	<p>Migration Immigration Poverty Assimilation Borders</p>	<p>Formative Writing Task: One paragraph response to literature One summary writing piece on the non-fiction Reading quizzes Literature circle discussions</p> <p>Summative: <i>Genre: Informational / explanatory with multiple texts</i> To what extent is the portrayal of Lupita and Salvador realistic when compared with the non-fiction articles we have read on the same topic?</p>

Attachment #2a - Scope and Sequence for Sixth Grade English Language Arts

Quarter 3 – Unit at a Glance					
Essential Questions	Common Core Focus Standards	Course Outcomes Students Will Be Able To (“SWBAT”)	Texts	Vocabulary	Assessments
<p>Essential Questions: What makes good descriptive writing?</p> <p>Why do authors use figurative language to describe?</p> <p>What are the types of figurative language that most effectively convey mood and tone?</p>	<p>Reading Literature: RL 6.1, RL 6.2, RL 6.3, RL 6.4, RL 6.5</p> <p>Reading Informational: RI 6.1, RI 6.3, RI 6.4, RI 6.7,</p> <p>Writing: W 6.2</p> <p>Speaking and Listening: SL 6.1</p> <p>Language: L 6.1</p>	<p>SWBAT use textual evidence to support their assertions about character motivations and character traits in the novel.</p> <p>SWBAT identify and evaluate descriptive language as used by the author to convey tone and mood.</p> <p>SWBAT identify and evaluate descriptive language as used by the author to convey characters and setting.</p> <p>SWBAT read across genres to identify and evaluate what makes good descriptive writing by identifying the author’s purpose in the non-fiction pieces and then evaluating how well the author met that purpose.</p>	<p>Literary Texts:</p> <ul style="list-style-type: none"> Tuck Everlasting <u>Excerpts from:</u> Hunger Games Game of Thrones Pride and Prejudice A Christmas Carol Matilda <u>Poetry</u> Miss Rosie-Lucille Clifton Mother to Son- Langston Hughes Emily Dickenson Poems (to teach tone and figurative language) <p>Informational Texts:</p> <ul style="list-style-type: none"> “Welcome to El Dorado” Conde Nast Traveler February 2013 “London 2013” Conde Nast Traveler March 2013 “Tornado Devastates Oklahoma Town” Time For Kids by Kelli Plasket 	<p>Tier 2 – Academic: Convey Description Significance Effective Detail Evidence Text</p> <p>Tier 3 – Domain Specific: Tone Mood Figurative Language Simile Metaphor Personification Sensory Details Imagery</p>	<p>Formative Writing Tasks <i>Genre: Response to Literature (informational/explanatory)</i> Prompt #1: How does Natalie Babbit use language to convey setting, mood and tone? Prompt #2: How does she feel about her characters? How do you know? Prompt #3: How do poets use language to convey tone and mood?</p> <p>Summative <i>Genre: Informational/explanatory</i> <u>Performance Task w/ Multiple Sources:</u> What makes great descriptive writing? How do writers effectively convey setting and mood in their writing? You are an editor at a literary magazine. You are writing a piece on what makes great descriptive writing. After reading a variety of writing in fiction and non-fiction, write an essay that discusses and evaluates how they most effectively use language to describe. Be sure to support your position with evidence from the texts you have read. Draw your evidence from at least three of these texts including one non-fiction piece.</p>

Attachment #2a - Scope and Sequence for Sixth Grade English Language Arts

Quarter 4 – Unit at a Glance					
Essential Questions	Common Core Focus Standards	Course Outcomes Students Will Be Able To (“SWBAT”)	Texts	Vocabulary	Assessments
<p>Essential Questions:</p> <p>Quarter 4 is a novel-based curriculum and is open for teachers to choose their own novel.</p> <p>Essential questions are TBD based on texts selected by the teacher.</p>	<p>Reading Literature: RL 6.5, RL 6.6</p> <p>Reading Informational: RI 6.1, RI 6.2, RL 6.3, RL 6.6, RL 6.8</p> <p>Speaking and Listening: SL 6.1,c,d</p> <p>Writing: W6.1,a,b,c,d,e</p> <p>Language: TBD based upon student writing.</p>	<p>Reading SWBAT analyze poetry around teacher selected themes through class discussions and text based seminars.</p> <p>SWBAT explain how an author develops their theme through the use of different narrators or speakers.</p> <p>SWBAT identify key elements of argument writing by reading model texts.</p> <p>SWBAT analyze how an author makes their argument through analysis of word choice and organizational structure.</p> <p>Speaking and Listening: SWBAT to articulate their ideas by participating in small group discussions in the form of Socratic seminars or philosophical chairs.</p> <p>Writing: SWBAT compose a well-structured and well supported response to literature with supporting evidence from the text.</p> <p>Language: TBD based upon student writing.</p>	<p>Short stories, poetry, etc. from Prentice Hall anthology</p> <p>Non-Fiction text sets gathered from the following links:</p> <ul style="list-style-type: none"> • Readworks: http://www.readworks.org/books • Articles in content areas by lexile: http://newsela.com • Free LA Times for Teachers- http://nieonline.com/latimes/ • Free New York Times for Teachers- http://www.nytimes.com/learning/teachers/NIE/index.html • Wall Street Journal : http://online.wsj.com/home-page • New Scientist: http://www.newscientist.com/ • US News: http://www.usnews.com/news • Washington Post: http://www.washingtonpost.com/ • Psychology Today: http://www.psychologytoday.com/ • The Week: http://theweek.com/ • General: http://www.pbs.org/teachers • General: http://www.npr.org/ • Kelly Gallagher’s Article of the Week- http://kellygallagher.org/resources/articles.html • General/by kids: http://www.teenink.com/ 	<p>TBD based on theme selected by teacher.</p>	<p>Formative: Multiple paragraph response to literature</p> <p>Multiple summaries of the non-fiction.</p> <p>Reading quizzes</p> <p>Grammar quizzes</p> <p>Socratic seminar</p> <p>Summative: Process Write: Argument</p> <p>Revised academic summary of NF articles</p>

Attachment #2b - Scope and Sequence for Ninth Grade Mathematics

Quarter 1 – Unit at a Glance					
Essential Questions	Common Core Focus Standards	Course Outcomes Students Will Be Able To (“SWBAT”)	Texts	Vocabulary	Assessments
<p>Essential Questions: How do we see relationships and family in mathematics?</p> <p>What are the different ways to mathematically represent different types of real-life scenarios? How can we use available tools to find solutions?</p> <p>How can we represent a function in different ways to learn different information?</p> <p>How do you represent a sequence?</p> <p>What can we tell about linear and exponential functions by looking at them in different representations?</p>	<p>Quantities: N.Q.1, 2</p> <p>Seeing Structure in Expressions: A.SSE.1</p> <p>Creating equations: A.CED.1, 2, 3</p> <p>Reasoning w/ Equations & Inequalities: A.REI.1, 3, 10</p> <p>Interpreting Functions: F.IF.1, 2, 4, 5, 7.a, 9</p> <p>Linear, Quadratic, & Exponential Models: F.LE.1.b, 2</p>	<p>SWBAT reason quantitatively and use units to solve problems.</p> <p>SWBAT interpret the structure of expressions</p> <p>SWBAT create equations that describe numbers or relationships.</p> <p>SWBAT understand solving equations as a process of reasoning and explain the reasoning.</p> <p>SWBAT solve equations and inequalities in one variable.</p> <p>SWBAT represent and solve equations and inequalities graphically.</p> <p>SWBAT understand the concept of a function and use function notation.</p> <p>SWBAT interpret functions that arise in applications in terms of the context.</p> <p>SWBAT analyze functions using different representations.</p> <p>SWBAT construct and compare linear, quadratic, and exponential models and solve problems.</p>	<p>Informational Non-Fiction Texts:</p> <ul style="list-style-type: none"> • Carnegie Learning® Algebra I • Glencoe (supplemental) <p>Multimedia:</p> <ul style="list-style-type: none"> • Cognitive Tutor, an online learning system, provided by Carnegie Learning • Classzone • Mathematics Assessment Resource Service • YouTube • Kuta Software • TI nSpire Resources 	<p>Tier 2 – Academic: Interpret, Reason, Analyze</p> <p>Tier 3 – Domain Specific (Content Terms): discrete graph, relation, domain, range, function, conjunction, disjunction, absolute value, linear regression, slope-intercept form, correlation coefficient, asymptote, radicand, recursive formula, sequence, cube root, translation, index</p>	<p>Formative Tasks: Carnegie Learning Assignments, Warm Ups, Checks For Understanding (CFUs) and Exit Slips:</p> <ul style="list-style-type: none"> • Discovering through data relationships between two quantities such as the number of cars washed and time • Writing equations between quantities that have a constant rate such water dripping from a leaky faucet. • Use linear regression to write the function of population growth. <p>Summative: Unit 1 & 2 Assessment Unit assessments are modeled after SBAC using different question types such as multiple choice, multiple response, numerical response, short answer and performance tasks.</p>

Attachment #2b - Scope and Sequence for Ninth Grade Mathematics

Quarter 2 – Unit at a Glance					
Essential Questions	Common Core Focus Standards	Course Outcomes Students Will Be Able To (“SWBAT”)	Texts	Vocabulary	Assessments
<p>Essential Questions:</p> <p>What can we tell about linear and exponential functions by looking at them in different representations?</p> <p>What is a system of equations and how can we solve them?</p> <p>What is a system of inequalities and what are its solutions?</p> <p>What are the different ways to represent a data set? How do you determine which representation is most appropriate?</p> <p>How do we know that our model of the data is accurate?</p>	<p>The Real Number System: N.RN.1, 2</p> <p>Quantities: N.Q.2</p> <p>Creating Equations: A.CED.1, 2</p> <p>Reasoning w/ Equations & Inequalities: A.REI.3, 5, 6, 10, 11, 12</p> <p>Interpreting Functions: F.IF. 4</p> <p>Interpreting Categorical & Quantitative Data: S.ID.1, 2, 3, 6.a, b, c, 7, 8, 9</p>	<p>SWBAT extend the properties of exponents to rational exponents.</p> <p>SWBAT reason quantitatively and use units to solve problems.</p> <p>SWBAT create equations that describe numbers or relationships.</p> <p>SWBAT solve equations and inequalities in one variable.</p> <p>SWBAT solve systems of equations.</p> <p>SWBAT represent and solve equations and inequalities graphically.</p> <p>SWBAT interpret functions that arise in applications in terms of the context.</p> <p>SWBAT summarize, represent, and interpret data on a single count or measurement variable.</p> <p>SWBAT summarize, represent, and interpret data on two categorical and quantitative variables.</p> <p>SWBAT interpret linear models.</p>	<p>Informational Non-Fiction Texts:</p> <ul style="list-style-type: none"> Carnegie Learning® Algebra I Glencoe (supplemental) <p>Multimedia:</p> <ul style="list-style-type: none"> Cognitive Tutor, an online learning system, provided by Carnegie Learning Classzone Mathematics Assessment Resource Service YouTube Kuta Software TI nSpire Resources 	<p>Tier 2 – Academic: Quantitative, Summarize, Represent</p> <p>Tier 3 – Domain Specific: Simple interest, compound interest, break-even point, substitution method, consistent systems, inconsistent systems, linear combination method, Half-plane, constraints, solution of a linear inequality, linear programming, Dot plot, discrete data, histogram, continuous data, statistic, interpolation, extrapolation, correlation, coefficient, causation</p>	<p>Formative Task: Carnegie Learning Assignments, Warm Ups, CFUs and Exit Slips:</p> <ul style="list-style-type: none"> Interpret the solution set of linear inequalities that are defined by production constraints of flyers and brochures Draw a scatter plot of student data, find the line of best fit and determine the residuals. <p>Summative: Unit 3 & 4 Assessment Unit assessments are modeled after SBAC using different question types such as multiple choice, multiple response, numerical response, short answer and performance tasks.</p>

Attachment #2b - Scope and Sequence for Ninth Grade Mathematics

Quarter 3 – Unit at a Glance					
Essential Questions	Common Core Focus Standards	Course Outcomes Students Will Be Able To (“SWBAT”)	Texts	Vocabulary	Assessments
<p>Essential Questions:</p> <p>How do you analyze categorical data?</p> <p>What is a quadratic function and how do you graph it?</p> <p>What are the different ways to rewrite polynomial expressions?</p> <p>What is the Quadratic Formula and how can you use it to solve quadratic equations and systems of equations?</p>	<p>Seeing Structure in Expressions: A.SSE.1, 1.a, 2, 3, 3.a,b</p> <p>Creating Equations: A.CED.1, 2</p> <p>Interpreting Functions: F.IF.4, 5, 7.a</p> <p>Building Functions: F.BF.3</p> <p>Interpreting Categorical & Quantitative Data: S.ID.5</p> <p>Arithmetic w/ Polynomials & Rational Expressions: A.APR.1</p> <p>Reasoning w/ Equations & Inequalities: A.REI.4, 4.a, b, 7</p>	<p>SWBAT interpret the structure of expressions.</p> <p>SWBAT write expressions in equivalent forms to solve problems.</p> <p>SWBAT create equations that describe numbers or relationships.</p> <p>SWBAT interpret functions that arise in applications in terms of the context.</p> <p>SWBAT analyze functions using different representations.</p> <p>SWBAT build new functions from existing functions.</p> <p>SWBAT summarize, represent, and interpret data on two categorical and quantitative variables.</p> <p>SWBAT perform arithmetic operations on polynomials.</p> <p>SWBAT solve equations and inequalities in one variable.</p> <p>SWBAT solve systems of equations.</p>	<p>Informational Non-Fiction Texts:</p> <ul style="list-style-type: none"> • Carnegie Learning® Algebra I • Glencoe (supplemental) <p>Multimedia:</p> <ul style="list-style-type: none"> • Cognitive Tutor, an online learning system, provided by Carnegie Learning • Classzone • Mathematics Assessment Resource Service • YouTube • Kuta Software • TI nSpire Resources 	<p>Tier 2 – Academic: Interpret, Summarize, Represent</p> <p>Tier 3 – Domain Specific: Polynomials, coefficient, monomial, binomial, trinomials Zero Product Property, square root, , frequency distribution, vertex, axis of symmetry, standard form, parabola, Quadratic Formula, discriminant, quadratic regression</p>	<p>Formative Tasks Carnegie Learning Assignments, Warm Ups, CFUs and Exit Slips:</p> <ul style="list-style-type: none"> • Model building a patio with a polynomial function. • Analyze frequency data from surveys, construct bar graphs and relative frequency distribution. • Modeling real life quadratic phenomena with quadratic equations. <p>Summative: Unit 5 & 6 Assessment Unit assessments are modeled after SBAC using different question types such as multiple choice, multiple response, numerical response, short answer and performance tasks.</p>

Quarter 4 – Unit at a Glance					
Essential Questions	Common Core Focus Standards	Course Outcomes Students Will Be Able To (“SWBAT”)	Texts	Vocabulary	Assessments
<p>Essential Questions:</p> <p>What are the different types of numbers?</p> <p>What are the different types of functions?</p> <p>What are the different types of mathematical models?</p>	<p>The Real Number System: N.RN.2, 3</p> <p>Quantities: N.Q.2</p> <p>Creating Equations: A.CED.1, 4</p> <p>Reasoning w/ Equations & Inequalities: A.REI.4.b</p> <p>Interpreting Functions: F.IF.1, 2, 4, 5, 7, 7.b</p> <p>Building Functions: F.BF.1, 1.a, 4, 4.a</p> <p>Linear, Quadratic, & Exponential Models F.LE.1, 2</p>	<p>SWBAT extend the properties of exponents to rational exponents.</p> <p>SWBAT reason quantitatively and use units to solve problems.</p> <p>SWBAT create equations that describe numbers or relationships.</p> <p>SWBAT solve equations and inequalities in one variable.</p> <p>SWBAT understand the concept of a function and use function notation.</p> <p>SWBAT interpret functions that arise in applications in terms of the context.</p> <p>SWBAT analyze functions using different representations.</p> <p>SWBAT construct and compare linear, quadratic, and exponential models and solve problems.</p> <p>SWBAT build a function that models a relationship between two quantities.</p> <p>SWBAT build new functions from existing functions.</p> <p>SWBAT construct and compare linear, quadratic, and exponential models and solve problems.</p>	<p>Informational Non-Fiction Texts:</p> <ul style="list-style-type: none"> • Carnegie Learning® Algebra I • Glencoe (supplemental) <p>Multimedia:</p> <ul style="list-style-type: none"> • Cognitive Tutor, an online learning system, provided by Carnegie Learning • Classzone • Mathematics Assessment Resource Service • YouTube • Kuta Software • TI nSpire Resources 	<p>Tier 2 – Academic: Predict, Explain, Analyze</p> <p>Tier 3 – Domain Specific: Natural numbers, whole numbers, counterexample, integers, rational numbers, irrational numbers, real numbers, commutative, associative, distributive, step function, greatest integer function, floor functions, least integer function, ceiling function, inverse operation,</p>	<p>Formative Task: Carnegie Learning Assignments, Warm Ups, CFUs and Exit Slips:</p> <ul style="list-style-type: none"> • Model the depreciation of car value analytically, graphically, algebraically. • Model income tax brackets using piecewise functions analytically, graphically and algebraically. <p>Summative: Unit 7 & 8 Assessment Unit assessments are modeled after SBAC using different question types such as multiple choice, multiple response, numerical response, short answer and performance tasks.</p>

Attachment #3 – Green Dot Washington State Curriculum Development Plan

Attachment #3 – Curriculum and Instructional Design

Curriculum Development

The Green Dot Public Schools National Office education team will provide Course at a Glance's and curriculum maps (including sample unit plans and lesson plans) in core subjects for all regional schools. These materials will continue to be refined by the curriculum specialists and other education team members to assure alignment with Common Core standards. Green Dot Washington State's Executive Director will then work with the Education Effectiveness Committee to refine and adapt for Washington State as needed.

In Green Dot Seattle's first planning year, the Chief Growth Officer and Green Dot Washington State's Executive Director will align Green Dot course maps, unit plans, and lesson plans to Washington State regulations. In the first planning year they will also finalize plans to train Special Education and core teachers accordingly, determine professional development for Academic Counselors, and determine extra-curricular offerings.

Curriculum and Textbook Selection Process

The curriculum used for each course at Green Dot Seattle Charter will be chosen through a collaborative effort between the founding Principals, its founding teachers, the Washington State Executive Director and Green Dot's Education Team. Green Dot's Education Team will provide an initial list of recommended textbooks and teaching strategies for different courses at the school to the Principals/School Directors at least **nine months** prior to the school opening. To accommodate the fact that similar levels of success have been achieved using different textbooks across Green Dot schools, schools will ultimately choose which textbooks from Green Dot's recommended list they will use. The Director of Middle School Programs, Director of High School Programs, four Assistant Directors and teachers will determine which textbooks and strategies from Green Dot's recommended list are most relevant for their school at least **six months** prior to the school opening.

To do this, each school chooses a committee whose responsibility is to research available textbooks and choose the textbooks to be used at the school. This Textbook Adoption Committee (TAC) should be comprised of school leaders, teachers in the content area and individuals that have some specific relationship to the material (department heads). Green Dot anticipates that not all founding teachers will be hired for Green Dot Charter Span School six months prior to the school opening; in which case, the Principals and Assistant Principals will form a larger core of the TAC. As an initial task, the TAC should create and/or adopt a rubric by which to judge the various textbooks. This rubric should include consideration of a) clear alignment with Common Core and Washington State Standards, b) clear alignment with school and Green Dot standards, c) cultural, gender, socioeconomic and ethnic differences, d) differing learning modalities, e) local budget constraints and f) content accessibility. While the committee may consider various textbooks of interest, the committee should begin their search for textbooks by considering the books on the Green Dot Recommended Book List. Teachers are also expected to use additional sources, such as novels, periodicals, internet research, to complement the textbooks. If a

Attachment #3 – Curriculum and Instructional Design

textbook is selected that does not appear on the Green Dot Recommended Book List, the book must be presented to the Executive Director in the Washington State region for final approval. Each textbook selected must be aligned with Common Core and/or Washington State Standards for the content area and grade level.

Green Dot Seattle – Sample Curriculum

Green Dot Seattle 6-8 Sample Curriculum		
Sixth Grade	Seventh Grade	Eighth Grade
English 6 Literacy Enrichment*	English 7 Literacy Enrichment*	English 8 Literacy Enrichment*
Math 6 Math Foundations**	Math 7 Math Foundations**	Math 8 Math Foundations**
Earth and Space Science	Life Science	Physical Science
World Geography World - Ancient Civilizations (8000 BCE – 600 CE)	World - Major Societies (600 CE – 1450 CE) Washington State History	U.S. History & Government (1776 CE – 1900 CE)
Advisory 6	Advisory 7	Advisory 8
Sample Elective Options: Health and Fitness The Arts Technology	Sample Elective Options: Health and Fitness The Arts Technology Composition	Sample Elective Options: Health and Fitness The Arts Technology Investigations World Language
<p>*Students identified as needing additional support in English language arts would follow the Intervention Pathway by taking Literacy Enrichment. These students would be given an additional period of Reading in lieu of an elective. English Language Learners would benefit from Green Dot’s English Language Development (“ELD”) courses as applicable. Special Needs students would benefit from Green Dot’s Special Needs/Academic Success courses as applicable.</p> <p>**Students identified as needing additional support in Math would follow the Intervention Pathway of Math Foundations. These students would be given an additional period of Math in lieu of an elective.</p>		

Green Dot Seattle 9-12 Sample Curriculum			
Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English 9 English Composition** Literacy Enrichment*	English 10 Literacy Enrichment* Academic English Essentials	English 11 AP English Literature**	English 12 AP English Language**
Algebra 1 & Math Support OR Algebra 1 & Geometry	Integrated Math Geometry Algebra 2	Geometry Algebra 2 Trigonometry Pre-Calculus	Algebra 2 Trigonometry Pre-Calculus AP Calculus
Physics	Biology	Chemistry	Anatomy & Physiology AP Chemistry AP Biology
	World History	US History	US Government/Economics AP Government
Advisory 9	Advisory 10	Advisory 11	Advisory 12
Sample Elective Options: Health and Fitness The Arts Technology	Sample Elective Options: Health and Fitness The Arts Technology Student Government African American Literature	Sample Elective Options: Health and Fitness The Arts World Language Student Government African American Literature	Sample Elective Options: Technology World Language Student Government Expository Reading and Writing

**Green Dot Seattle’s ability to offer these AP courses depends on student performance levels and teacher capacity.

Attachment #3 – Curriculum and Instructional Design

Green Dot's Recommended Curriculum and Textbook List

The below outlines the resources and instructional materials that are currently being used at other Green Dot middle schools and high schools with much success and that may be utilized to deliver core curriculum learning programs and achieve student mastery of Common Core and/or Washington State Standards. The below mentioned curricula and curriculum support materials are all research-based and support the philosophy, goals and objectives of Green Dot Washington State.

English Language Arts

- Read180 Software (for intervention students): uses adaptive technology to individualize and differentiate student instruction and provide powerful data for teachers.
- Hampton Brown Edge (for English language learners): core reading/language arts program designed for students reading below grade level.

Recommended sixth grade novels including, but not limited to, the below:

Title	Author
Pearson Anthology	
<i>Bud, Not Buddy</i>	Christopher Paul Curtis
<i>How Tia Lola Came To Stay</i>	Julia Alvarez
<i>Cleopatra VII, Daughter of the Nile</i>	Kristiana Gregory
<i>Boy of the Painted Cave</i>	Justin Denzel
<i>Tuck Everlasting</i>	Natalie Babbitt
<i>A Wrinkle in Time</i>	Madeleine L'Engle
<i>When You Reach Me</i>	Rebecca Stead
<i>Dragon Wings</i>	Laurence Yep
<i>Holes</i>	Louis Sachar
<i>When You Reach Me</i>	Bernard Evslin

Summer Bridge or Read-In	Author
<i>The BFG</i>	Roald Dahl
<i>Seedfolks</i>	Paul Fleischman
<i>Bridge to Terabithia</i>	Katherine Patterson
<i>Becoming Naomi Leon</i>	Pam Munoz Ryan
<i>Island of the Blue Dolphins</i>	Scott O'Dell

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Recommended ninth grade novels including, but not limited to, the below:

Title	Author
<i>Pearson Anthology</i>	
<i>Animal Farm</i>	Orwell, George
<i>Family</i>	Cooper, J. California
<i>House on Mango Street</i>	Cisneros, Sandra
<i>Le Morte D'Arthur</i>	Malory, Sir Thomas
<i>Nickel & Dimed</i>	Ehrenreich, Barbara
<i>Of Mice and Men</i>	Steinbeck, John
<i>Romeo & Juliet</i>	Shakespeare, William
<i>The Color of Water</i>	McBride, James
<i>The Odyssey</i>	Homer
<i>The Once & Future King</i>	White, T.H.
<i>The Diary of a Young Girl</i>	Frank, Anne
<i>To Kill a Mockingbird</i>	Lee, Harper
Summer Bridge or Read-In	Author
<i>Buried Onions</i>	Soto, Gary
<i>Parrot in the Oven</i>	Martinez, Victor
<i>The Secret Life of Bees</i>	Kidd, Sue Monk
<i>Our America</i>	Jones, LeAlan

Math

- State-adopted textbooks from the Glencoe/McGraw-Hill publisher (or other state-adopted text as new adoptions are proffered)
- Reading material from engineering, medical and math journals and industry reports to supplement the textbooks
- TI-83 Graphing Calculators

Science

- State-adopted textbooks from the Glencoe/McGraw-Hill publisher (or other state-adopted text as new adoptions are proffered)
- Multimedia databases for quick access to encyclopedia articles, web links and full-text periodical articles
- Extensive on-line resources and curriculum-related databases
- Web-based simulators and online videos (e.g. BrainPop, Discovery Learning, Gizmos)

Attachment #3 – Curriculum and Instructional Design

- Full-text articles and internet resources for credible information on social issues, science, history, etc. and representing respected domestic and international publications organizations
- Calculator-based laboratories and probes

Social Studies

- State-adopted textbooks from Glencoe/McGraw-Hill (or other state-adopted text as new adoptions are proffered)
- Multimedia databases for quick access to encyclopedia articles, web links and full-text periodical articles
- Extensive on-line resources and curriculum-related databases
- Web-based simulators and online videos (e.g. BrainPop, Discovery Learning, Gizmos)
- Full-text articles and Internet resources for credible information on social issues, science, history, etc. and representing respected domestic and international publications organizations
- Calculator-based laboratories and probes

Attachment #4 - Middle School Promotion and Graduation Policy

Enclosed is the middle school promotion and graduation policy used at existing Green Dot schools in California. Please note Green Dot would adapt all policies, as necessary, to operate in Washington State.

Green Dot schools aim to not retain students in the same grade for a second year in middle school. Our principals and teachers work with parents to find instructional alternatives, and retention is considered only in extraordinary circumstances.

The proposed high school promotion and graduation policy for Green Dot Seattle is outlined in the High School Graduation Requirements Section in the Narrative under Educational Capacity.

Instruction Policy

B. 5.0

Policy: Middle School Promotion, Graduation & Acceleration

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

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

The following criteria will be considered for promotion:

1. Attendance
2. Course Grades

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

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

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

Acceleration:

When high academic achievement is evident, the Chief Academic Officer or designee may recommend a student for acceleration into a higher-grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Policy: Grading Scale and Failed Courses

A= superior work, the student consistently excels in quality of work; a college recommending grade

B= above average work, the student maintains a good standard of work; a college recommending grade

C= average work, the students does expected work at a moderate level of achievement, this is a non-college recommending grade

D= below average level of achievement. While this is a passing grade, the student may have to remediate the course to advance to the next level of instruction. A “D” does not fulfill four-year college entrance requirements.

F= student does not meet minimum requirements; no credit is given, course requirements are not completed

A+ 100%	B+ 88%- 89%	C+ 78%- 79%	D+ 68%- 69%	F 59% ↓
A 93% – 99%	B 83%- 87%	C 73% - 77%	D 63% - 67%	
A- 90%- 92%	B- 80% - 82%	C- 70%-72%	D- 60%- 62%	

The grade of “I” (Incomplete) may only be given when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester, or they become an “F”.

Failed Courses

It is each student’s responsibility to achieve academic success. If a student is experiencing difficulty with a course, he/she should seek assistance and support from his/her teacher or advisor. In the event that a student fails a course required for graduation, he/she is required to retake and pass the course before a diploma will be issued.

Failed courses are to be taken and passed during the summer immediately following the year of failure. Repeated failures will jeopardize a student’s retention in Green Dot Public Schools.

Attachment #5 – Green Dot Washington State Proposed Academic Calendar and Sample Daily and Weekly Schedule

Attachment 5 - School Calendar and Daily Bell Schedule 2016 - 2017 - Green Dot

Number of Days:

Regular Days ⁽¹⁾	181
Early Release Days ⁽²⁾	10
Teacher PD Days	13
No School / Holidays	22

Hours of Instruction (Excluding Lunch):

180 Regular Days x 6.25 hours = 1,125 hours
<u>10 Early Release Days x ~4.5 hours = ~45 hours</u>
190 Total Days = ~1,170 hours

JULY 2016						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

AUGUST 2016						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2016						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2016						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Summer Bridge Program: 11-25
Teacher Summer PD: 25-29

Teacher Summer PD: 8-12
First Day of School: 17

Labor Day - No School: 5
Regional PD Day - No School: 14

Regional PD Day - No School: 5

Regular Days: 11
Early Release Days: 0

Regular Days: 20
Early Release Days: 0

Regular Days: 20
Early Release Days: 0

NOVEMBER 2016						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2016						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2017						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2017						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Veteran's Day - No School: 11
Parent Conferences: 14-16
Thanksgiving - No School: 24-25

Final Exams: 15-16
Winter Break - No School: 19-30

MLK Jr. Day - No School: 16
Regional PD Day - No School: 18

President's Day - No School: 20
Parent Conferences: 22-24

Regular Days: 16
Early Release Days: 3

Regular Days: 10
Early Release Days: 2

Regular Days: 20
Early Release Days: 0

Regular Days: 16
Early Release Days: 3

MARCH 2017						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2017						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2017						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2017						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Spring Break - No School: 20-24

Memorial Day - No School: 29

Final Exams: 13-14

Regular Days: 18
Early Release Days: 0

Regular Days: 20
Early Release Days: 0

Regular Days: 22
Early Release Days: 0

Regular Days: 8
Early Release Days: 2

(1) Green Dot anticipates holding 180 regular days with 6.25 hours of daily instruction (excluding 35 minutes for lunch)

(2) Green Dot anticipates holding an additional 10 early release days with ~4.5 hours of daily instruction (excluding 35 minutes for lunch)

Attachment #5 - Daily Bell Schedule (DRAFT)



6-8 Schedule

MON/TUES/THURS	Sample Class	Start Time	End Time	Total Minutes
Period 1	English	8:00	8:55	55
Period 2	Social Science	9:00	9:55	55
Period 3	Elective OR Literacy Intervention	10:00	10:55	55
Advisory	Advisory	11:00	11:50	50
Lunch	Lunch	11:55	12:25	30
Period 4	Math	12:30	1:25	55
Period 5	Science	1:30	2:25	55
Period 6	Elective OR Math Intervention	2:30	3:25	55

WEDNESDAY	Sample Class	Start Time	End Time	Total Minutes
	<i>Staff PD --> Late Start</i>			
Period 1	English	9:00	9:55	55
Period 2	Social Science	10:00	10:55	55
Period 3	Elective OR Literacy Intervention	11:00	11:55	55
Lunch	Lunch	12:00	12:30	30
Period 4	Math	12:35	1:30	55
Period 5	Science	1:35	2:30	55
Period 6	Elective OR Math Intervention	2:35	3:30	55

FRIDAY	Sample Class	Start Time	End Time	Total Minutes
Period 1	English	8:00	8:50	50
Period 2	Social Science	8:55	9:45	50
Period 3	Elective OR Literacy Intervention	9:50	10:40	50
Period 4	Math	10:45	11:35	50
Lunch	Lunch	11:40	12:10	30
Period 5	Science	12:15	1:05	50
Period 6	Elective OR Math Intervention	1:10	2:00	50
	<i>Staff Collaboration --> Early Dismissal</i>			

Total instructional minutes per week:	1875
Total instructional hours per week:	31.25
Total instructional hours per day:	6.33
	5.5
	5
Total instructional hours:	1085.5

Green Dot Seattle
9-12 Schedule

MONDAY	Sample Class	Start Time	End Time	Total Minutes
Period 1	English	8:00	9:40	100
Period 2	Science	9:45	11:25	100
Lunch	Lunch	11:25	11:55	30
Period 3	Math Intervention	12:00	1:40	100
Advisory	Advisory	1:45	3:05	80

TUESDAY	Sample Class	Start Time	End Time	Total Minutes
Period 4	Social Science	8:00	9:40	100
Period 5	Math	9:45	11:25	100
Lunch	Lunch	11:25	11:55	30
Period 6	Literacy Intervention	12:00	1:40	100
Advisory	Advisory	1:45	3:05	80

WEDNESDAY	Sample Class	Start Time	End Time	Total Minutes
<i>Staff PD --> Late Start</i>				
Period 1	English	9:00	9:55	55
Period 2	Science	10:00	10:55	55
Period 3	Math Intervention	11:00	11:55	55
Lunch	Lunch	12:00	12:30	30
Period 4	Social Science	12:35	1:30	55
Period 5	Math	1:35	2:30	55
Period 6	Literacy Intervention	2:35	3:30	55

THURSDAY	Sample Class	Start Time	End Time	Total Minutes
Period 3	Math Intervention	8:00	9:40	100
Period 2	Science	9:45	11:25	100
Lunch	Lunch	11:25	11:55	30
Period 1	English	12:00	1:40	100
Advisory	Advisory	1:45	3:05	80

FRIDAY	Sample Class	Start Time	End Time	Total Minutes
Period 6	Literacy Intervention	8:00	9:40	100
Period 5	Math	9:45	11:25	100
Lunch	Lunch	11:25	11:55	30
Period 4	Social Science	12:00	1:40	100
<i>Staff Collaboration --> Early Dismissal</i>				

Total instructional minutes per week:	1770
Total instructional hours per week:	29.5
Total instructional hours per day:	6.33
	5.5
	5
Total instructional hours:	1085.5

Attachment #6 – Enrollment Policy

Green Dot Washington State anticipates that the open enrollment period will occur during the winter and spring each year with the lottery taking place, if necessary, no later than June 30th, 2016.

Green Dot's enrollment policy is equitable, non-discriminatory and accepts students based on a lottery system. Per Initiative 1240, section 205, "Admission and Enrollment of Students", Green Dot plans to give an enrollment preference to siblings of already enrolled students at Green Dot Public Schools Washington State Seattle Charter School.

Timeline and Plan for Student Recruitment and Enrollment

Upon approval, the Washington State Executive Director will begin to spearhead student recruitment in South Seattle as soon as possible. The GDPSW Regional team will hold one-on-one meetings with community based organizations. They will also meet with small groups of parents, where key community influencers will be in attendance. Green Dot plans to offer virtual tours of Green Dot California schools, during which we will also provide testimonials from Green Dot students and families. Green Dot will also reach out to current, surrounding area and feeder school parents through brochures, flyers, phone banking, door knocking, open houses and information sessions at least ten months prior to the opening of the school. Six months prior to opening Green Dot Seattle, the GDPSW team would conduct presentations and present videos at feeder elementary schools and community events.

Pre-admission Activities: Summer Bridge

All new students registering at a Green Dot school are brought together at a Green Dot campus during the summer for an introduction to our culture of high expectations and personal accountability. At most Green Dot schools, Summer Bridge lasts for two weeks for four hours a day, and is staffed by existing teachers at the school (in the first year, teachers who are hired early will be given the opportunity). During Summer Bridge, students meet with their future teachers, attend classes and take initial placement exams. Throughout the summer, Green Dot academic teams analyze diagnostic test scores and students assessed below grade level are assigned to RTI levels. Counselors, special education teachers and curriculum specialists review Individual Education Plans ("IEPs") and student transcripts, developing appropriate interventions that are shared with classroom teachers.

Attachment #6 – Enrollment Policy

Enrollment Policy A. 1.0

Policy: Non Discrimination

Green Dot Public Schools does not discriminate against any student on the basis of the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) in any of its policies, practices, or procedures. Green Dot Public Schools “Discrimination/Harassment Policy” complies with the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Individuals With Disabilities Education Act of 1990, and other applicable federal and state laws.

Attachment #6 – Enrollment Policy

Enrollment Policy A. 2.0

Policy: Admissions

Green Dot Public Schools operates independent charters. Admissions policies may vary based on the type of school. Each school shall follow the admission portion of the charter. Any student applying for admission after expulsion from their current school district must provide appropriate documentation that their rehabilitation guidelines have been met before acceptance into a Green Dot school. The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the charter school's principal or Discipline Review Panel and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the School at the time the pupil seeks readmission.

Definitions:

An "Independent Charter School", as defined by this policy, is one that operates independently of the school district in almost all respects and has the greatest degree of flexibility to design and implement the goals and procedures described in their charter petition.

Admissions for Independent Charters

Independent charters are open to all students in California. Students must fill out a one-page application and meet all deadlines for the application process. If more students apply by the deadline than there are seats available, students are selected by a public lottery process.

Attachment #6 – Enrollment Policy

Enrollment Policy A. 3.0

Policy: Lottery Procedures

Green Dot Public Schools operates independent charters.

Lottery Application Forms

One Page Application: All students, including siblings need to turn their application in prior to the lottery deadline.

- One-page applications received after the lottery deadline will be placed on the waitlist in the order they were received.
- One-page applications received after the lottery deadline for all preference groups outlined in the school's charter will be placed at the top of the waitlist

Intent to Enroll Forms:

Students residing in the conversion schools' attendance area must submit an Intent to Enroll form prior to the lottery date. After the lottery date, students will be placed in a school based on availability.

Sibling Preference defined as:

- Students of the same parent; or if a student can show legal documentation of same guardian of existing student.
- Sibling of a currently enrolled student at any grade level or of a graduate of the school.

Recommended Lottery Procedures

- If you have more applications than seats available for your school you must hold a random public lottery
- Each applicant's name will be assigned a number (post the list with number assignment before the drawing begins)
- Each name & number will be put on the same card of equal size and shape
- The card is then placed in a container (tumbler) that will randomly mix cards.
- A random drawing will occur and the appropriate number of students chosen will be selected. Make sure you announce how many spaces are available before you pull the first card. (Please note that siblings do not participate in the lottery and are already slated a spot. Ex. If you have 10 siblings you are only drawing 130 students at the lottery)
- Once the student list is set, you continue to pull numbers to determine the order of the waitlist.
- An observer other than the person drawing the cards, will collect the cards in order and enter the results into an electronic database.
- Database will be double checked to ensure accuracy.
- Database will be made public as soon as possible both online and posted in public locations. It will also be kept on file at the school site.
- Results will be mailed to applicants (notify them of acceptance or waitlist status)
- Follow-up phone calls will also be made.

Enrollment Process and Information Packet

Attachment #6 – Enrollment Policy

Once a student has been selected in the random public lottery we must mail out an acceptance letter to the family and allow the family two weeks to send back its acceptance. During this two week period, schools should also call the families to confirm attendance. Staff members will document all attempts to call the families and any responses.

If we have not received confirmation within two weeks the student will be dropped and a student on the waitlist will be offered placement.

Each school must ensure that each admitted student submits:

- Completed Information Packet
- Emergency Card
- Immunization Records in accordance with RCW 28A.210 and Chapter 392-380 WAC.
- Transcripts
- Lunch Application
- IEP or Section 504 plan, if applicable

Attachment #6 – Enrollment Policy

Enrollment Policy A. 4.0

Policy: Student Transfers

No Green Dot school will restrict the ability of parents/guardians to exit a particular school, apply for admission at any other school, enroll at another school, or maintain a waitlist slot at another school.

Attachment #6 – Enrollment Policy

Enrollment Policy A. 5.0

Policy: Waitlist Management

All students that do not receive a placement during the random, public lottery will be placed on a waiting list to enroll should space become available. Waitlist ranking will be assigned in the order selected. A student is only removed from a waitlist per parent request.

Attachment #6 – Enrollment Policy

Enrollment Policy A. 6.0

Policy: Homeless Students

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students.

A homeless student is defined as a person between the ages of two and eighteen who lacks a fixed, regular, and adequate nighttime residence and may:

- Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings
- Live “double-up” with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster)
- Live in a hotel or motel
- Live in a trailer park or campsite with their family
- Have been abandoned at a hospital
- Be awaiting foster placement in limited circumstances
- Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations
- Be a migratory or abandoned, runaway, or throwaway youth that qualifies as homeless because he/she is living in circumstances described above

The law requires the immediate enrollment of homeless students. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the new school to request all necessary documents from the previous school, and refer parents to all programs and services for which the student is eligible.

Attachment #6 – Enrollment Policy

Enrollment Policy A. 8.0

Policy: Returning Student Policy

Enrolled students may at any time request to transfer to another school. Green Dot Public Schools will encourage them to stay, especially if it is mid-semester. In a situation that a student does leave and later chooses to return, the student must complete an application and return it to the main office. When the application is submitted, the student will be informed if there is space available or if they will be placed on the waiting list, pursuant to the enrollment policy. Students who have been incarcerated must attend a conference with their parent/ guardian and an administrator before returning to the school. Students who have been previously expelled must complete the re-enrollment process outlined in the Green Dot Discipline Policy prior to being eligible to return to school.

Attachment #6 – Enrollment Policy

Enrollment Policy A. 9.0

Policy: Withdrawal

If a parent wishes to withdraw or transfer a student from Green Dot Public Schools, it is his/her responsibility to notify the Principal. In some cases, the Principal may want to meet with the student's parents as well. In addition, the student must follow the returning student policy if he/she wishes to return to Green Dot Public Schools. Students will receive unofficial transcripts until all books are returned and fees are paid.

Attachment #6 – Enrollment Policy

Enrollment Policy A. 10.0

Policy: Student Records

Inspection of Records

Parents, legal guardians, or adult students have a right to review their own or child's student records. Student records are available for review during regular school hours. Written requests for access should be directed to the

Principal, and will be granted within five days from the date of the request. In the case of separated or divorced parents, both parents shall have equal access to school records, unless there is a current restraining order specifically preventing record access. It is the responsibility of the parent to produce legal documentation of this nature. (A restraining order preventing access to the student does not prevent access to records.)

Maintenance of Records

A log is maintained for each student's record which lists all persons or organizations requesting or receiving information from that record. Requests to access the log should be directed to the school Principal.

Release and/or Duplication of Records

Schools may permit access to student records by a specific person if the parent has filed written authorization specifying the records to be released and identifying the person to whom the records may be released. The recipient must be notified that further transmission of records is prohibited. The consent notice shall be permanently kept with the student's record file. Student records may be released without parent or guardian consent as permitted by law. Outside organizations, such as law enforcement agencies and child and family services may be granted access to student records. Such requests will be recorded in the access log in the students' file.

Records

There are three types of student educational records: mandatory permanent records, mandatory interim records, and permitted records.

Mandatory permanent records are to be kept in perpetuity. Examples include:

- Name, birth date, place of birth, gender
- Name and address of parent
- Subjects taken during the school year
- Date of graduation

Mandatory interim records are those which schools are required to compile and maintain for a stipulated period of time and then they may be destroyed. Examples of this type of record include:

- Health information
- Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
- Progress reports

Attachment #6 – Enrollment Policy

Permitted records are student records that the school district maintains for appropriate educational purposes such as program placement and programming of student class schedules. Examples include: State and district assessment results, objective Counselor and/or teacher ratings, routine discipline data, and verified reports of relevant behavior patterns

Student Record Access Log- should include:

- Name of person(s) to whom the information was disclosed (or, if no disclosure was made, from whom the request was received)
- The reason for disclosure
- The time and circumstances of disclosure
- The particular records that were disclosed

Record Storage

- All student records should be locked and kept on site.

Attachment #7 - Discipline Policy

Enclosed is the discipline policy that is used at existing Green Dot schools in California. Please note that Green Dot would adapt all policies, as necessary, to operate in Washington State. Green Dot Washington State shall also comply with laws and regulations of the state, county, or city relating to student discipline including, but not limited to, RCW 28A.150.300.

Rights and Responsibilities Policy

C. 4.0

Policy: Discipline

Green Dot Public Schools has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent-Student Handbook. The plan includes day-to-day discipline including, school detentions, in-school suspensions, Saturday schools, disciplinary probation, and guidelines for suspension and expulsion.

Disciplinary options available to the teachers include: warning, detention, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

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 and work together to find a common ground in the classroom, to ensure that learning can take place. Disciplinary options available to the teachers include: warning, detention, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

Teacher Detention

Prior to suspensions and expulsions, students may receive any or all of the following: warnings, detentions, phone calls home, parent conferences, and a behavior contract. Any teacher may assign a teacher's detention to a student.

Offenses That May Result in a Teacher's Detention

As a general rule teachers assign a Teacher Detention for minor classroom misconduct such as: chewing gum, passing notes, making noises, minor inappropriate conflicts with others, or cheating. Repeated violations by individuals will be referred to the Principal. When there is a serious violation of the rules, the student will be referred to the Principal. A serious violation may include any violation listed under Suspension of Expulsion section included 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. Green Dot Public Schools will use a progressive discipline system as defined in this handbook to intervene in student behavior.

A serious offense may include any violation listed under Suspension or Expulsion section.

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) days, unless the suspension is extended pending an expulsion hearing with the of the Discipline Review Board.

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 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 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 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 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.

Matrix for Suspension/Expulsion Recommendations

<p>Category I Student Offenses with No Principal Discretion (except as otherwise precluded by law)</p>	<p>Category II* Student Offenses with Limited Principal Discretion</p>	<p>Category III* Student Offenses with Broad Principal Discretion</p>
<p>Principal shall immediately suspend and recommend expulsion when the following occur <u>at school or at a school activity off campus</u>.</p> <p>1. Possessing, selling, or furnishing a firearm.</p>	<p>Principal must recommend expulsion when the following occur <u>at school or at a school activity off campus</u> unless the principal determines that the expulsion is inappropriate.</p> <p>1. Causing serious physical injury to another person, except in self-defense.</p>	<p>Principal may recommend expulsion when the following occur at any time, including, but not limited to, <u>while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity</u>.</p> <p>1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious.</p> <p>2. First offense of possession of marijuana of not more than one ounce, or alcohol.</p> <p>3. Sold, furnished, or offered a substitute substance represented as a controlled substance.</p>
<p>2. Brandishing a knife at another person.</p>	<p>2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.</p>	<p>4. Caused or attempted to cause damage to school or private property.</p> <p>5. Stole or attempted to steal school or private property.</p> <p>6. Possessed or used tobacco.</p> <p>7. Committed an obscene act or engaged in habitual profanity or vulgarity.</p>
<p>3. Unlawfully selling a controlled substance.</p>	<p>3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication)</p>	<p>8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.</p> <p>9. Disrupted school activities (school-wide activities; issued only by an administrator)</p> <p>10. Knowingly received stolen school or private property.</p> <p>11. Possessed an imitation firearm.</p> <p>12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel.</p>
<p>4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]).</p>	<p>4. Robbery or extortion.</p>	<p>13. Engaged in sexual harassment.</p> <p>14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.</p> <p>15. Made terrorist threats against school officials or school property, or both.</p> <p>16. Willfully used force or violence upon the person of another, except in self-defense.</p>
<p>5. Possession of an explosive</p>	<p>5. Assault or battery upon any school employee.</p>	<p>17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action.</p> <p>18. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.</p> <p>19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.</p> <p>20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050.</p> <p>21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel.</p> <p>22. Aided or abetted the infliction of physical injury to another person (suspension only).</p> <p>23. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.</p> <p>24. Intentionally "hacked" or broken into a School or School affiliated technology system.</p>

Student Discipline Review Board

The Discipline Review Board (“DRB”) is an advisory committee to the Principal and is comprised of administrator(s) 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/her particular contract (Attendance/Academic, Personal, Discipline). It may recommend disciplinary action, terms of probation, suspension duration, and withdrawal from the school or expulsion. The school should schedule the DRB conference when it issues the suspension paperwork. While it is important that all evidence is collected in advance of the DRB, the conference must occur before the student returns to school at the end of the suspension period. *While five (5) school days is the maximum initial suspension allowed; following the conference, such a suspension may be extended pending the results of a DRB hearing.*

Expulsion – Dismissal from School

A student may be dismissed from Green Dot Public Schools for any of the violations listed above in the section titled: “*Suspension/Expulsion Offenses,*” upon recommendation by the Principal and after a hearing in front of the Green Dot’s Home Office Discipline Review Panel.

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 a total of twenty (20) school days in a year, unless a suspension has been extended pending an expulsion hearing.

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 of 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 from school, 3) during the lunch period whether on or off the campus, or during or while going to or coming from a school-sponsored activity.

Authority to Expel

A student may be expelled either by the 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 hearing will proceed. 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.

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

Appeal Rights

Parents have the rights to appeal suspensions and expulsions. A parent or student must submit a written appeal within 10 days of being informed of the suspension or expulsion to Green Dot Management.

Future Placement

If the student is expelled, Green Dot Public Schools will assist parents in finding a new placement for an expelled student including advising parents to call the local district Student Discipline Proceedings Office if they want their child to attend a local district school or to work with the Los Angeles County Office of Education for an alternative school placement.

Rehabilitation Plans

Pupils who are expelled from Green Dot Public Schools shall be given a rehabilitation plan upon expulsion as developed by Discipline Review Panel 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 Green Dot Public Schools for readmission. The amount of time is determined by the Discipline Review Panel and will be adhered to.

The 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 school's governing board shall readmit the pupil; unless the 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.

Readmission

Upon a request from a pupil's parent or guardian, or a pupil who holds his or her own educational rights, the decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be made by the Discipline Review Panel. The DRP will determine whether the pupil has

successfully completed the rehabilitation plan and determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the school at the time the pupil seeks readmission.

Disabled Students

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?

Gang Affiliation

Green Dot's Gang Policy balances the need to maintain student/campus safety with our responsibility to help identified students out of a dangerous lifestyle. The school-site administrator and the DRB has the discretion to recommend expulsion for students involved with gangs or enter such students into a disciplinary probation period. The school site administrator should follow these guidelines when deciding appropriate interventions and consequences for students:

- Where gang-related activity is the cause of a major violation of the student code of conduct (major-violation is regarded as one where a long-term suspension or an expulsion is the consequence), such students should be moved immediately towards expulsion.
- Where gang-activity is identified, but not an immediate threat to school/campus safety, administrators should enter the student into disciplinary probation with a gang intervention plan.

Academic Dishonesty

Green Dot's Academic Integrity Policy is designed to encourage ethical behavior and discourage cheating, deceit, and dishonesty with regard to a student's academic achievement. A school-site administrator and the DRB has the discretion to recommend expulsion for students involved with academic dishonesty or enter such students into a disciplinary probation period.

Rights and Responsibility Policy

C. 5.0

Policy: Due Process

A student or the student's parents/guardians may appeal those disciplinary actions imposed upon a student for school related offenses.

- Appeals must be made first in writing at the school level, and should be directed to the Principal within ten (10) school days. The Principal or Principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the Green Dot Public Schools Home Office and should be directed to the Cluster Director for resolution with a written response within fifteen (15) school days.
- After appeal at the Green Dot Public School administrative level, if further review is desired, the appeal may be forwarded to the Chief Academic Officer for resolution with a written response within twenty (20) school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

Attachment #8 – Evidence of Community Support for Proposed Conversion

This is not applicable. Green Dot is not seeking a proposed conversion.



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Washington State Community Engagement

Green Dot has continued to build relationships in Seattle and Washington State. This work has primarily been led by Green Dot's Chief Executive Officer, Marco Petruzzi; Chief Growth Officer, Dr. Megan Quaile; Executive Director, Bree Dusseault; VP of Advancement, Chad Soleo and VP of Strategic Planning, Nithya Rajan.

Green Dot's Community Outreach Events

Refer below for a timeline of key community engagement and outreach events since Green Dot planned to apply for a charter school in South Seattle.

Date	Green Dot Representatives	Community Outreach
February 2014	<ul style="list-style-type: none"> • Dr. Megan Quaile, Chief Growth Officer • Chad Soleo, VP of Advancement 	<ul style="list-style-type: none"> • Met with potential funders
May 2014	<ul style="list-style-type: none"> • Dr. Megan Quaile, Chief Growth Officer • Chad Soleo, VP of Advancement • Nithya Rajan, VP of Strategic Planning • Ellen Lin, National Growth Team Director of Operations • Keith Yanov, Director of Legal Counsel • Akil Manley, Real Estate Consultant 	<ul style="list-style-type: none"> • Attended the Washington State Charter Schools Association Conference • Dr. Quaile presented on teacher effectiveness
May 2014	<ul style="list-style-type: none"> • Marco Petruzzi, Chief Executive Officer • Dr. Megan Quaile, Chief Growth Officer • Chad Soleo, VP of Advancement • Nithya Rajan, VP of Strategic Planning 	<ul style="list-style-type: none"> • Clover Codd, Executive Director and Erinn Bennett, Director of Policy, Board Relations and Special Projects from Seattle Public Schools visited two Green Dot schools in Los Angeles
June 2014	<ul style="list-style-type: none"> • Marco Petruzzi, Chief Executive Officer 	<ul style="list-style-type: none"> • Participated in Education Breakfast at Town Hall, through the Washington Policy Center
July 2014	<ul style="list-style-type: none"> • Bree Dusseault, Executive Director • Chad Soleo, Vice President of Advancement • Nithya Rajan, VP of Strategic Planning 	<ul style="list-style-type: none"> • Met with community-based organizations
July 2014	<ul style="list-style-type: none"> • Bree Dusseault, Executive Director • Megan Quaile, Chief Growth Officer • Nithya Rajan, VP of Strategic Planning • Jacob Edwards, Green Dot Principal of Animo MS #2 	<ul style="list-style-type: none"> • Held two community meetings

Community Partnerships in Washington State and Seattle

Green Dot's outreach has included a general engagement with the state of Washington including state legislators and local officials, public policy and community advocates, mental health providers, facilities partners, foundations and Washington State Charter School Association ("WSCSA") representatives. Through our outreach efforts, Green Dot has met and/or spoken with:

- Stephanie Jones, Executive Director of Community and Parents for Public Schools
- Scott Winn, Director of the Race and Social Justice Roundtable for the City of Seattle

- Vu Le, Director of Rainier Valley Corps, Southeast Schools Education Coalition (SESEC) Board, Former Executive Director of the Vietnamese Friendship Association
- Ann O'Doherty, Director of the University of Washington Danforth Program
- Marcus Harden, SESEC, Rainier Beach High School IB Implementation Lead
- Gregory Davis, Annie. E. Casey Foundation and Director of the Rainier Beach Empowerment Coalition
- Sara Morris, Executive Director of the Seattle Alliance for Education
- Marisa Bier, Director of the Seattle Teacher Residency
- Dave Powell, Executive Director of Stand for Children Washington
- Sharonne Navas, Co-Founder & Executive Director, Equity in Education Coalition
- Sara Waugh, Youth Tutoring Program
- Lindsay Hill, Executive Director of Teach for America Puget Sound
- Clover Codd, Executive Director of Strategy at Seattle Public Schools
- Erinn Bennett, Director of Policy, Board Relations & Special Projects at Seattle Public Schools
- Lihi Rosenthal and Wendy Durst – Seneca Family of Services

In addition, Green Dot has continued to build relationships with Washington State organizations we had met with prior to exploring South Seattle.

Facilities Partners

- John Sun - Chief Executive Officer, Pacific Charter School Development

Philanthropic Foundations

- Sheri Biller - Co-Founder, Biller Family Foundation
- Tonya Dressel - Representative, Ballmer Family Foundation
- Telca Porras - Senior Program Officer, Pacific Northwest Division of the Bill and Melinda Gates Foundation

Washington State Charter Schools Association

- Marta-Reyes Newberry – Interim Executive Director
- Mitch Price - Director of Policy and Government Relations
- Priya Singh – Project Manager



Evidence of Community Partnerships

We firmly believe that the mission and success of Green Dot Washington State will be enhanced by the strong relationships established with families, community members, social service organizations and other stakeholders. Reaching out and building these connections is essential and Green Dot Seattle will be designed with parents and communities at the forefront.

South Seattle Community Meetings

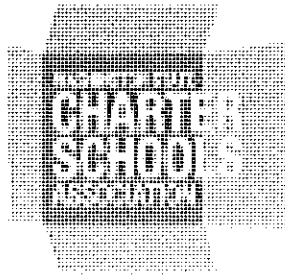
Green Dot held two community meetings – one in Southeast Seattle and one in Southwest Seattle to discuss community member’s visions for their schools. The evenings focused on discussing how Green Dot and community members could build a great school together. Community members provided their visions for what a great school looks like from the point of view of students, teachers and parents. Green Dot presented a brief overview of the model and answered questions about charters and the organization’s plans for Seattle. Dinner and childcare were provided. Refer to the below for the complete list of community members in attendance at the Green Dot South Seattle Community Meetings.

<u>First</u>	<u>Last</u>
Emijah	Smith
Sofia	Voz
Priya	Singh
Shelby	Stoner
James	Stoner
Chris	Eide
Huoy	Chen
George	Jakotich
Sean	Martin
Vu	Le
Linnea	Fichter
Marquita	Prinzing
Mitch	Price
Maggie	Myers
Dr. Joel	Domingo
Scott	Kaloper
Marcus	Harden
Bill	Kiolbasa
Wes	Busch
Reyshard	Elsemaj
Stephanie	Nunez
Joyce	Yee
Lynne	Tucker

Attachment #9 - Evidence of Community Partnerships



Letters of Support



July 7, 2014

Dear Washington State Charter School Commission,


On behalf of the Washington State Charter Schools Association (WA Charters), I am writing to give our full support for Green Dot Public Schools' application for a public charter school in Seattle. WA Charters is honored to work with Green Dot in the development of a public charter school for grades 6-12 in South Seattle, Washington.

WA Charters is a statewide nonprofit organization that supports the startup of high-quality public charter schools with a focus on serving academically and economically disadvantaged communities. WA Charters focuses on four key areas of support: community and family engagement, leadership development, membership services, and policy and advocacy. Through fellowship and membership programs, WA Charters recruits and supports leaders who want to create high-performing charter schools.

Green Dot Public Schools is a nonprofit organization founded upon the idea that every child in every community deserves to go to a great school. Green Dot currently runs 19 public charter schools in the Los Angeles area. With schools located in some of Los Angeles' highest need communities, the Green Dot academic model has resulted in students being nearly four times more likely and be ready for college than students at neighboring schools. Since being founded in 2000, more than 90 percent of Green Dot graduates have been accepted to college. This would be the second Green Dot location in Washington State; Green Dot Charter Middle School in Tacoma, Washington has already been authorized and is scheduled to open in Fall 2015. Green Dot's schools mirror the populations of their host district, and Green Dot seeks to build partnerships with the districts where they locate. Given this, as well as Green Dot's track record of success serving a student population similar to South Seattle's and its focus on highly effective teaching and instructional leadership, we have no doubt that it will positively impact our Seattle community and students' futures.

Providing a high-quality public education to all children is critical to a just society that affords every child the full range of opportunities for life. I urge you to give the families and students of South Seattle the option and opportunity to attend a Green Dot School.

Sincerely,


Marta Reyes-Newberry
Interim CEO
Washington State Charter Schools Association



This petition has collected
53 signatures
using the online tools at iPetitions.com

Printed on 2014-07-15

Green Dot Public Schools Seattle Charter School Support

About this petition

Dear Washington State Charter School Commission:

We have signed our names below in support of Green Dot Public Schools. As members of the Seattle community, we are excited that Green Dot Public Schools brings us a 13-year track record of success for over 10,000 students in California.

We support Green Dot's mission of preparing our students for success in college, leadership and life.

We are excited that Green Dot has a track record in closing the achievement gap; we want that to happen for the students of South Seattle.

Green Dot's model of high care, high structure and high expectations, emphasis on proficiency in literacy and math and small school environment will help our students be college ready.

We – members of the Seattle community – ask you to support Green Dot Public Schools' charter application for a 6th - 12th grade school. Thank you.

Signatures

1. Name: Shelley Kunasek on 2014-07-03 16:15:17
Comments: I've heard great things about Green Dot schools. I am excited to see them in Seattle!

2. Name: Katherine Kleitsch on 2014-07-04 00:52:28
Comments:

3. Name: Maggie O'Sullivan on 2014-07-04 01:02:40
Comments:

4. Name: Brianna Dusseault on 2014-07-04 01:26:36
Comments:

5. Name: Lisa Macfarlane on 2014-07-04 01:41:44
Comments:

6. Name: Travis Franklin on 2014-07-04 01:51:16
Comments:

7. Name: Mitch Price on 2014-07-05 05:52:30
Comments:

8. Name: Andrew Buhayar on 2014-07-05 16:36:30
Comments:

9. Name: Gabriel Biller on 2014-07-06 19:24:57
Comments: Keep fighting the good fight, Andrew!

10. Name: Lynne Shira on 2014-07-06 19:36:07
Comments:

11. Name: Rachel Lonsdale on 2014-07-06 21:08:28
Comments:

12. Name: Sarah Buhayar on 2014-07-06 21:53:03
Comments:

13. Name: Jen Davis Wickens on 2014-07-07 01:17:33
Comments: Green Dot is a proven model that is getting fantastic results for students who have historically been underserved.

14. Name: Steven M Cantrell on 2014-07-07 02:29:28
Comments:

15. Name: Brian Schwartz on 2014-07-07 04:39:24
Comments:

16. Name: Rafael on 2014-07-07 05:01:22
Comments:

17. Name: Terry on 2014-07-07 13:14:32
Comments:

18. Name: Reese on 2014-07-07 14:53:08
Comments:

19. Name: Jillian Lubow on 2014-07-07 15:23:07
Comments:

20. Name: Jane Loura on 2014-07-07 16:21:10
Comments:

21. Name: Scott on 2014-07-07 16:22:44
Comments:

22. Name: Kristina Bellamy-McClain on 2014-07-07 16:25:03
Comments:

23. Name: Allison on 2014-07-07 17:22:31
Comments:

24. Name: Michelle Lewis on 2014-07-07 18:22:38
Comments:

25. Name: Earl Lasher on 2014-07-07 19:10:38
Comments:

26. Name: Jason Huff on 2014-07-07 19:51:31
Comments:

27. Name: Bill Kiolbasa on 2014-07-07 23:09:31
Comments:

28. Name: Caroline Maillard on 2014-07-09 00:20:44
Comments:
-
29. Name: Ben Grossman-Kahn on 2014-07-09 03:31:35
Comments:
-
30. Name: Beth Banks on 2014-07-09 05:03:59
Comments:
-
31. Name: Cynthia Ryan on 2014-07-10 21:40:24
Comments:
-
32. Name: Christine Campbell on 2014-07-11 21:38:09
Comments:
-
33. Name: Paul Hill on 2014-07-11 22:02:03
Comments:
-
34. Name: Amy Spinelli on 2014-07-11 22:26:34
Comments:
-
35. Name: Henry Dusseault on 2014-07-11 23:30:38
Comments:
-
36. Name: Shelby Berchelmann on 2014-07-11 23:53:19
Comments:
-
37. Name: Todd Hausman on 2014-07-12 00:25:56
Comments:
-
38. Name: Nick Carson on 2014-07-12 01:48:30
Comments:
-
39. Name: Natalie Saaris on 2014-07-12 02:51:09
Comments:
-
40. Name: George Meng on 2014-07-12 04:22:20
Comments:
-
41. Name: Justin Houghton on 2014-07-12 06:52:48
Comments: Would be great for Seattle
-

42. Name: Huoy Chen on 2014-07-12 14:59:24
Comments:

43. Name: Gina Wickstead on 2014-07-12 17:26:54
Comments:

44. Name: Christopher Eide on 2014-07-12 19:15:15
Comments:

45. Name: Libby Culclasure on 2014-07-13 04:45:28
Comments:

46. Name: Lindsay Hill on 2014-07-13 16:14:18
Comments:

47. Name: Katie Kribbs on 2014-07-14 00:34:26
Comments:

48. Name: Patti Flannigan on 2014-07-14 17:30:17
Comments:

49. Name: Katleiah Ramos on 2014-07-14 21:52:10
Comments:

50. Name: Lori brown on 2014-07-15 06:43:50
Comments: I support green dot opening a school in south seattle

51. Name: Steve Bury on 2014-07-15 15:11:12
Comments:

52. Name: Linnea Fichter on 2014-07-15 18:09:24
Comments:

53. Name: Amy Liu on 2014-07-15 18:45:37
Comments:

Attachment #10 – Green Dot Washington State School Leader

Attachment #10 – Green Dot Washington State School Leader

Green Dot conducts extensive diligence to select the most qualified and dedicated school leaders. Refer to the next page for the job description and qualifications for the School Leader role.

Timeline and Criteria

Green Dot plans to identify its Founding Director at least **nine months** prior to the school opening. We will look within our existing cadre of administrators in California to identify the Green Dot Seattle Director of MS Programs. Since this Director will be familiar with the Green Dot mission and values, they will serve as a key ambassador of the Green Dot model in Washington State. School leaders new to Green Dot may spend a year in training through Green Dot's internal **Administrator-in-Residence ("AIR") program**. Green Dot's goal is to identify potential AIRs in Washington State and train them as Residents through the AIR program in California before they assume school leadership roles at Green Dot Charter Middle School.

Recruiting and Selection Process

The Director interview process includes five steps:

- 1) **Assessment with Human Capital:** The first step includes the initial resume/application screen and a phone interview with the Human Capital team. The interview includes an assessment of attitudes, knowledge of effective teaching and the candidate's alignment to Green Dot's mission and vision.
- 2) **Panel Presentation, In-Box & Writing Prompt:** – Successful candidates are moved on to the next round of interviews with the Washington State Executive Director and/or Chief Growth Officer. These interviews will be conducted in-person or over the phone.
 - **Panel Presentation:** During this interview, candidates are asked to conduct a 20-minute professional development session based on a pre-specified topic and data. The candidate is evaluated on organization and preparation of the session, presentation of materials, knowledge of the subject matter and knowledge of adult learning theory.
 - **In-Box Scenarios:** The candidate is presented with three different case studies and asked to prepare for a discussion around each scenario. Case-based interviews are used to assess leadership capacity in instructional leadership, problem solving and resource management.
 - **Writing Prompt:** The candidate is asked to complete a writing assignment assessing his/her ability to analyze and communicate an issue effectively in writing. In addition, the writing sample helps to determine a candidate's achievement in people management and problem solving.
- 3) **Campus Observation & Debrief:** Candidates are asked to shadow a Green Dot administrator for two hours. After this shadow experience, candidates reflect on what they saw and write up their insights around instructional leadership, people management, resource management, problem solving and community leadership. Candidates are also asked to describe three areas of strengths and opportunities for improvement and asked to offer specific evidence and ideas on next steps.
- 4) **Reference and Background Checks:** Reference and background checks are conducted for finalists.
- 5) **Community Interview:** – Finalists are asked to complete an in-person interview with a Community Panel comprised of the Washington State Executive Director and/or the Chief Growth Officer, Assistant Directors(s), Teachers, Classified Staff Members, Parents and Students. The Washington State Executive Director and Chief Growth Officer are responsible for the final hiring decision.

Green Dot will also seek partnership with local and national human capital organizations to identify potential candidates for future Washington State schools. Finally, we will use our extensive relationships with universities across the nation to search for candidates.

Attachment #10 – Green Dot Washington State School Leader

Director of Middle School Programs and Director of High School Programs Job Description

Reports to: Washington State Executive Director

Classification: Full-time, Exempt, Administration

Start Date: October 2015

Location: Washington State

OPPORTUNITY:

We are seeking talented educational leaders, with a desire to foster high levels of academic achievement in middle schools. Our Directors are truly empowered and, in conjunction with teachers, have autonomy over all hiring, budgeting and curriculum decisions. Directors will be held accountable for delivering student results in line with agreed upon goals.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- > Hire and develop school staff (certificated and classified)
- > Serve as administrator and instructional leader of the school, direct and supervise the curriculum and guidance program of the school
- > Responsible for planning the master schedule of classes for students and for assigning members of the certificated staff
- > Evaluate the performance of teachers and other school employees and counsel them on their individual development
- > Mold student discipline policies to meet unique student population needs
- > Direct financial and human resources at the school site
- > Responsible for school budgetary planning and business operations
- > Work closely with parents and the community at large
- > Initiate and implement community support and advisory groups
- > Accountable for students' overall academic performance
- > Manage school revenues and expenses to stay within agreed upon budget
- > Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person)
- > Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- > Maintain professional standards and a school environment that is productive, safe and focused
- > Participate in Green Dot and individual professional development
- > Participate in other events aimed at promoting or developing Green Dot and its schools (i.e., recruitment)

QUALIFICATIONS:

- > Valid Administrator credentials
- > Relevant Masters or equivalent degree
- > Substantial teaching experience at the middle or high school level, with a history of improving student achievement
- > Prior administrative experience a large plus
- > Demonstrated leadership capabilities
- > Proven management and team building skills
- > Experience managing budgets, creating and implementing policies
- > Excellent interpersonal communication and writing skills
- > Experience working in an entrepreneurial environment
- > A passion for improving middle schools and driving education reform



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Green Dot Management Team Biographies

Marco Petruzzi, Chief Executive Officer of Green Dot Public Schools National

Marco Petruzzi is the Chief Executive Officer of Green Dot Public Schools National. He originally joined Green Dot as President and Chief Operating Officer in January 2007 and was promoted to CEO in October 2008. Prior to joining Green Dot, Marco founded r3 school solutions, an organization that provides management and administrative services to charter management organizations. Prior to founding r3 school solutions, he was a Partner at Bain & Company, a global management consulting firm. Marco has fifteen years of consulting experience working with top management of major international groups in corporate and product-market strategy, channel management, pricing strategy, commercial organization, operations, R&D management and supply chain management assignments in the USA, South America, and Europe. Prior to joining Bain & Company, Marco also worked at McKinsey & Company and for Enichem Americas, a petrochemical trading company based in New York. Marco earned a B.S. in Industrial Engineering at Columbia University, where he also earned an M.B.A. He has extensive international experience, having lived in six different countries, and is fluent in English, Spanish, Portuguese and Italian. Marco, an active community member, is married and has two children, both attending public schools. He is also the Venice chapter president of Los Angeles Parents Union and served on Green Dot's Board of Directors from 2002 until 2006.

Dr. Cristina de Jesus, Chief Executive Officer of Green Dot Public Schools California

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

Sabrina Ayala, Chief Financial Officer of Green Dot Public Schools National

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

Dr. Megan Quaille, Chief Growth Officer of Green Dot Public Schools National

Megan Quaille is the Chief Growth Officer of Green Dot Public Schools. She currently helps spearhead the work of Green Dot in new regions, including Tennessee and Washington. Prior to her role as Chief Growth Officer, Megan served as a Cluster Director for the Jefferson schools, the Vice President of Education, and as the Vice President of National Expansion. During her time at Green Dot, Megan has helped to build curriculum and coaching teams, developed a sustainable and effective coaching model, and refined the roles of school site administration. Before joining Green Dot, Quaille worked as Chief Executive Officer and co-founder of Civitas Schools, the Chicago-based charter management organization that served 2200 students in grades Pre-Kindergarten through 12. Megan has also served as a teacher, coach and school principal. A graduate of the University of Notre Dame, Quaille spent her first years after college in corporate positions before choosing education. She holds a doctorate in education from the University of Southern California.

Nithya Rajan, Vice President of Strategic Planning of Green Dot Public Schools National

Nithya Rajan is the Vice President of Strategic Planning for Green Dot Public Schools. Nithya came to Green Dot from the College Ready Promise, where she was a Broad Resident and served as Interim Executive Director. Shortly thereafter she transitioned to the Director of Strategic Planning, where she built out a department that would take on strategic projects across the Home Office. Her focus is on designing and implementing Green Dot's strategic plan. She also supports Board governance and organizational decision-making. She also plays a key role in Green Dot's national expansion strategy by helping to identify which regions Green Dot should enter, identifying neighborhoods within those regions, spearheading the charter application process, and helping to secure fundraising.

Green Dot Management Team Resumes

Marco Petruzzi

EXPERIENCE

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

EDUCATION

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

ADDITIONAL INFORMATION

Fluent in Italian, English, Portuguese and Spanish

CRISTINA GILILLAND de JESUS

EDUCATION

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Doctorate of Education, June 2009

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

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

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Bachelor of Arts, English, June 1993

EXPERIENCE

GREEN DOT PUBLIC SCHOOLS CALIFORNIA, Los Angeles, CA (7/14 – present)

Chief Executive Officer

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA (5/08 – 7/14)

President and Chief Academic Officer: Oversee all academic programs, curriculum development, training programs for administrators and teachers, human resources, operations, and security. Oversee the daily operations of 18 public high schools. Coach, mentor and evaluate VP of Education, VP of Human Resources, VP of Operations, Director of Counseling and Services, Director of English Language Development, Director of Special Education and Psychological Services, Director of Security, Director of After School Programs, and Director of Community Programs.

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA (10/08 – 5/09)

Chief Operating Officer: Oversaw the daily operations of 18 schools, human resources department, and operations department. Coached, mentored and evaluated 3 principals in residence, 3 cluster directors (area superintendents), VP of Human Resources and VP of Operations.

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA (11/06 – 10/08)

Vice President of Curriculum: Oversaw the daily operations of 18 public high schools in Los Angeles. Coached, mentored, and evaluated 3 cluster directors (area superintendents) and 3 principals in residence. Developed protocols for teacher and administrator professional development. Supervised course and curriculum development. Developed recommended practices for administrators in the areas of curriculum, instruction and the supervision of instruction, and professional development.

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

Director of Curriculum, Instruction, and Professional Development: Oversaw the daily operations of 10 public high schools. Coached, mentored, and evaluated 10 principals and 10 assistant principals. Developed protocols for teacher and administrator professional development. Supervised course and curriculum development. Developed recommended practices for administrators in the areas of curriculum, instruction and the supervision of instruction, and professional development.

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

Principal: Served as leader of start-up charter high school. Hired and supervised staff of 25 teachers and 7 classified staff members. Supervised 525 students in grades 9 – 12. Developed weekly staff development opportunities. Communicated with parents and the community and developed relationships with community

organizations. Established policies and procedures for brand-new high school. Supervised the development of standards-based curriculum.

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

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

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

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

CONTRIBUTIONS TO THE EDUCATIONAL COMMUNITY

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

Consultant/Trainer: Trained teachers in the Benson Unified School District and at the Tierra Linda Charter School in the development of authentic humanities lessons and assessments. Provided teachers with lesson plans, assessments, projects, activities, and student samples. Planned and presented sample lessons for teachers to observe. Consulted with teachers and administrators to enable them to build an innovative humanities curriculum.

COALITION OF ESSENTIAL SKILLS (1999 – 2001)

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

TESA, Santa Monica, CA (11/98 – 4/99)

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

ADDITIONAL LEADERSHIP ROLES

Team/Core Leader (9/99 – 6/00)

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

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

Master Teacher (9/00 – 11/00)

HONORS/AWARDS

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

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

California PTSA Honorary Service Award (2/00)

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

Sabrina M. Ayala



SUMMARY

Investment Management Professional with 9 years experience in investment banking, consulting, trading, and community development.

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

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

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

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

PROFESSIONAL EXPERIENCE

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA 2006 - Present

Chief Financial Officer

Responsible for \$86 million in revenue for Los Angeles’ fastest growing high school charter management organization

- Determining and managing finance and accounting process improvements essential to achieving scalable growth in organization with CAGR of 55%.
- Responsible for obtaining facility financing totaling over \$50 Million.
- Bringing to market one of the first New Market Tax credit deals by a CMO. Total deals done to date equal over \$34 Million.
- Oversee Purchasing, Accounting, Cash Flow & Budget Management and Payroll.

LOW INCOME INVESTMENT FUND, Los Angeles, CA 2005 - 2006

Senior Program Officer, Education

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

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

MERRILL LYNCH & CO., New York, NY

2002 - 2004

Sales and Trading Associate

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

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

STERN STEWART & CO., New York, NY

1995 - 2000

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

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

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

KIDDER, PEABODY & CO., INC., New York, NY

1994-1995

Analyst

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

EDUCATION**KELLOGG SCHOOL OF MANAGEMENT, NORTHWESTERN UNIVERSITY,** Evanston, IL

2002

MBA, Majors in Finance and Economics, June 2002

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

NORTHERN ILLINOIS UNIVERSITY, DeKalb, IL

1994

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

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

LANGUAGES AND INTERESTS

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

MEGAN ANN QUAILE**EDUCATION**

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

EXPERIENCE

GREEN DOT PUBLIC SCHOOLS		2007-PRESENT
Chief Growth Officer		2014-present
Vice President of National Expansion		2013-2014
<ul style="list-style-type: none"> Responsible for leading Green Dot's efforts to expand to new regions Work with strategic planning team to research, investigate and apply to new regions Oversee the ramp-up phases of each region, including: hiring, community engagement, setting up regional offices, and designing and implementing the appropriate school model Supervise national team members (finance, operations, and education team members) and regional executive directors 		
Vice President of Education		2009-2013
<ul style="list-style-type: none"> Supervise and evaluate Cluster Directors and Directors of New Teacher Support, Literacy and Math. Work with the Green Dot Education Team to interpret, develop, and recommend policies and regulations that govern the overall operation of Green Dot schools. Ensure school compliance with local policies and regulations, state requirements, and Green Dot Core Values. Plan and provide monthly professional development to principals and assistant principals. Collaborate with the Education Team on Green Dot-wide staff development. Led contract negotiations with teacher and classified unions. 		
Cluster Director (Area Superintendent)		2007-2009
<ul style="list-style-type: none"> Supervise and evaluate principals on six Green Dot campuses. Plan and provide monthly professional development to principals and assistant principals. Collaborate with the Education Team on Green Dot-wide staff development. Provide bi-monthly coaching to principals and assistant principals. Serve as a liaison between home office and school principals. Work with the schools in the cluster to develop community partnerships, formulate a student admissions process including: including recruitment, admissions and registration. Recommend budget expenditures and manage fiscal resources. 		
CIVITAS SCHOOLS		2003-2007
Chief Executive Officer		2004-2007
<ul style="list-style-type: none"> Created a non-profit management organization responsible for serving 4 charter campuses with 2100 students in Chicago with a \$15 million budget. Duties include the creation and execution of the following: k-12 curricular program, school policies, campus budgeting and financial procedures, organizational structures, accountability systems, personnel hiring and evaluation processes, external relations protocols, student recruitment plans, and student support services. Recruited and developed a 6 member Board of Directors. Supervised education and operations of CICS Northtown Academy, Basil, and Wrightwood Campuses, specifically focusing on strategic planning, curriculum development, student achievement, budgeting, development, marketing and mission articulation Supervise and evaluate campus directors and the executive management team. Took over management of CICS Basil Campus in late 2004. Increased the number of students meeting/exceeding state 		



standards by 31% in two years.

- In 2005, opened CICS Wrightwood Campus to 485 Kindergarten through 5th Grade students on 6 weeks notice. Wrightwood has exceeded national growth expectations on the NWEA assessment this spring.
- Partners with Chicago Charter School Foundation to open two high schools and two elementary (pre-Kindergarten through 8th grade) campuses

Director (Principal), Northtown Academy Campus

2003-2004

- Created the highest achieving non-selective enrollment school in Chicago. Northtown Academy sends over 80% of its students to college – ranked 3rd and 5th in the city in years 2005 and 2006 – only selective enrollment magnet schools achieve higher college placement.
- Highest growth of EPAS scores among any school in Chicago. Highest ACT score of any non-selective enrollment school in Chicago.
- Responsible for facilitating all operations involved with opening a new charter high school, including: hiring faculty and staff; creating and implementing admissions and recruitment processes; implementing a professional development and supervision plan; crafting school policy; monitoring budget processes; implementing a school organizational structure that meets the needs of the community
- Directs the daily operation of a 450 student school while supporting a 60+ member staff

GOOD COUNSEL HIGH SCHOOL Chicago, IL

1996-2003

Principal

2000-2003

- Directs the daily operation of a 350-student school while supporting a 60+ member faculty and staff to deliver a rigorous college preparatory program
- Led multiple strategic initiatives to restructure the philosophy, infrastructure and academic program to address the needs of a culturally and ethnically diverse learning community
- Provides direction to and facilitates meetings of the Curriculum Committee to assess the effectiveness and chart student outcomes of the curriculum enhancement initiative
- Developed and implements a comprehensive program to supervise and evaluate faculty members resulting in improved student satisfaction ratings as noted in an independent research study
- Manages the development, procurement process, and monitoring of the educational budget.
- Authors grants and seeks federal and state funding where appropriate
- Oversees accreditation process with the NCA and ISBE
- Elected by peers to assume a leadership position on an Archdiocesan wide High School Leadership Committee

Assistant Principal

1998-2000

- Revamped administrative processes consistent with the new mission, policies, and strategic direction
- Partnered with the Curriculum Committee on the development of an articulated scope and sequence
- Guided a school improvement process that involved moving to block scheduling; replacing tracking in the freshman and sophomore divisions with an honors distinction program; creating a comprehensive advisory program focused on social and academic growth; developing a comprehensive counseling program aligned with national standards; and implementing programs to encourage a culture of respectful challenge like the GC Forum and peer mediation
- Managed facilities; supervised maintenance staff; procured all contracts pertaining to plant and operations
- Restructured all extra-curricular activities and supervised faculty moderators in student activities; co-moderated Student Council; Supervised school events; Created the school calendar
- Oversaw the student admissions process, including recruitment, admissions and registration; and scheduling

Teacher, English Department

1996-1998

- Developed and implemented a program to assist at risk learners in reading and language
- Partnered with a fellow teacher to provide tutorial support to all students

Varsity Soccer Coach

1996-1998

WOMEN'S SCHOOLS TOGETHER Chicago, IL

1999-2003

President

2002-2003

- Led the 100 member organization in the development of a regional consortium, a national website, and a collaborative marketing program to brand the concept of women schools
- Managed a \$190,000 budget to implement the activities highlighted above

Vice-President

1999-2001



- Organized a local consortium featuring 50 speakers and 650 participants within budget parameters
- Developed an electronic database to track membership and communications and track payments

ANDERSEN CONSULTING Chicago, IL 1995

Assistant to the Director of Marketing

- Responsible for coordination of worldwide marketing initiatives for Project Eagle
- Edited and wrote marketing documents intended for publication as well as an on-line, internal newsletter

FEDERAL EMERGENCY MANAGEMENT AGENCY Chicago, IL 1993-1994

Disaster Assistance Employee

- Liaison responsible for the coordination and allocation of federal and state relief funds; investigated potential fraudulent claims and identified duplicate applications and rewards
- Trained locally hired staff in all aspects of disaster relief field office operation

RELATED EXPERIENCES

-
- | | |
|---|-----------|
| ▪ Trinity High School North Central Association (NCA) External Committee Member | 2001-2003 |
| ▪ Archdiocesan Leadership Council Member | 2002-2003 |
| ▪ DePaul University Professional Education Council Member (NCATE) | 2003-2006 |
| ▪ Josephinum High School NCA External Committee member | 2007 |

NITHYA RAJAN

EXPERIENCE**GREEN DOT PUBLIC SCHOOLS**

Los Angeles, CA

*A leading charter school operator helping transform public education*Vice President of Strategic Planning

July 2014 – current

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

Director of Strategic Planning

October 2011 – July 2014

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

THE COLLEGE_READY PROMISE

Los Angeles, CA

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

April 2011 – October 2011

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

Director of Performance Management

July 2010 – March 2011

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

BOOZ & COMPANY

Chicago, IL

*Management consulting firm*Senior Associate, Healthcare Group

Sep 2009 – July 2010

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

Associate, Healthcare Group

Sep 2007 – Sep 2009

- **New Market Entry Strategy:** Assessed opportunities for leading packaged foods company to enter healthcare space
 - Evaluated market dynamics, market size, and market requirements to develop a set of strategic options for client
 - Interviewed key stakeholders to develop a market-back view of product requirements and supporting capabilities
- **International Expansion Strategy:** Developed international expansion strategy for leading hair care manufacturer

- Analyzed business case to understand value creation from entry into new markets
- Identified potential acquisition candidates and alliance partners in target markets
- **Five Year Strategic Plan:** Evaluated market dynamics and structure in foster care and family services market
 - Matched market trends to internal capabilities to develop future vision, strategy
- **Scaling for Growth:** Developed growth strategy and supporting organizational structure for ancillary insurer
 - Designed pilot to test recommendations
- **Patient Care Model Design:** Designed new care model for the uninsured at a public hospital
 - Developed business case for future care model and designed infrastructure to ensure cost-effective care delivery

WHENU.COM

New York, NY

Internet advertising company specializing in targeted marketing solutions

Director, Advertising Operations

Aug 2003 – July 2005

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

Manager, Advertising Operations

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

DRESDNER KLEINWORT WASSERSTEIN (DrKW)

New York, NY

Boutique investment bank specializing in mergers and acquisitions

Analyst, Food and Consumer Group

July 2002 – Aug 2003

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

EDUCATION

THE UNIVERSITY OF CHICAGO, GRADUATE SCHOOL OF BUSINESS

Chicago, IL

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

Sept 2005 – June 2007

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

DARTMOUTH COLLEGE

Hanover, NH

Bachelor of Arts in Economics and Spanish Literature

Sept 1998 – June 2002

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

ADDITIONAL

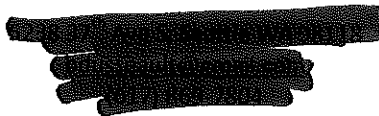
- Broad Resident, Broad Residency in Urban Education 2010 – 2012
 - One of 40 leaders selected for intensive two-year management development program that trains emerging leaders for senior management positions in large urban districts, leading CMOs and the United States Department of Education.
 - Participated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

Green Dot Washington State Regional Office Leadership

Bree Dusseault, Green Dot Public Schools Washington State Executive Director

Bree Dusseault is the Executive Director for Green Dot Public Schools Washington State, and as such oversees the academic performance, instruction and operations across Green Dot Washington State schools and the Washington State Regional Office. She is responsible for supervising, coaching and evaluating Green Dot Washington State Principals and Regional Office Managers, as well as overseeing the operations and finances of the region and building school community relationships across the schools. She was formerly the Co-Founder and Director of the Leadership Center at the Washington State Charter Schools Association. Prior to launching the Association, she served as an Executive Director of Schools at Seattle Public Schools. In this role, she supervised 20 schools in the Southeast region of Seattle and built strategic relationships at the District, with labor partners, with Seattle Community Leaders and families and with philanthropic organizations. Bree served as a Researcher at the Center on Reinventing Public Education and authored multiple publications with academic experts Robin Lake, Paul Hill and Max Silverman. She was the Founding Principal of a charter school in New Orleans and also supported SciAcademy in its first year of operation. Bree holds a Masters in Education from the Harvard Graduate School of Education and graduated with a B.A. in Economics from Dartmouth College.

Brianna N. Dusseault



EXPERIENCE

Washington State Charter Schools Association

2013 – present

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

Co-Founder and Director of the Leadership Center

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

Seattle Public Schools, Seattle, WA

2010 – 2013

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

Executive Director of Schools

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

Center on Reinventing Public Education, Seattle, WA

2008 – 2010

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

Researcher

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

SciAcademy Charter High School (Collegiate Academies), New Orleans, LA 2008 – 2009
Sci Academy is an urban charter high school with a college prep focus. Over 90% of students are from minority and low-income backgrounds.

Adviser to Principal

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

New Orleans Charter Middle School (now Arthur Ashe), New Orleans, LA 2007 – 2008
NOCMS (now Arthur Ashe) is a K-8 school whose mission is to provide students a college-preparatory academic program while nurturing their social and emotional development. Over 90% of students are from minority and low-income backgrounds.

Founding Principal

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

City on a Hill Charter High School, Boston, MA 2002 – 2005
City on a Hill is an urban charter high school focused on college prep, teacher leadership, student citizenship, and public accountability. Over 90% of students are from minority backgrounds; 70% are designated low-income. One hundred percent of graduating students are accepted to 2- and 4-year universities.

Mathematics Department Head

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

The Monitor Group, Cambridge, MA 2000 – 2002
The Monitor Group is a strategy consulting firm that provides analytical and professional services to private, public, and nonprofit clients in the US and internationally.

Consultant

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

Inspire, Inc., Boston, MA 2000 – 2002
Inspire is a volunteer-based nonprofit organization that provides consulting services to charter schools and youth development nonprofit organizations.

Executive Director; Board Member through 2007

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

EDUCATION

Harvard Graduate School of Education, Class of 2007, Cambridge, MA
Masters in Education; School Leadership Program
Catherine B. Reynolds Fellow in Social Entrepreneurship (Harvard Kennedy School)

Dartmouth College, Class of 2000, Hanover, NH
B.A. in Economics; *summa cum laude*
Phi Beta Kappa member, Rufus Choate Scholar, Presidential Scholar

BOARDS

City Year Seattle, Seattle, WA 2012 – Present
City Year is a national non-profit that trains corps of diverse youth to work with struggling students to improve attendance, behavior and academic achievement.

Families and Education Levy Oversight Committee, Seattle, WA 2010
The Levy Oversight Committee determined the priorities and strategies for the City of Seattle's \$231 million, 7-year levy raised to improve the academic achievement of struggling students.

DREAM, Inc., Burlington, VT 2002 – 2007
Founding Board Member of DREAM, a statewide organization that creates educational opportunities and intensive mentorships between college students and children living in housing communities.

PUBLICATIONS

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

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

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

PRESENTATIONS

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

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

Green Dot Seattle School Site Leadership

Director of Middle School Programs and Director of High School Programs Job Description

Reports to: Washington State Executive Director

Classification: Full-time, Exempt, Administration

Start Date: October 2015

Location: Washington State

OPPORTUNITY:

We are seeking talented educational leaders, with a desire to foster high levels of academic achievement in middle schools. Our Directors are truly empowered and, in conjunction with teachers, have autonomy over all hiring, budgeting and curriculum decisions. Directors will be held accountable for delivering student results in line with agreed upon goals.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- > Hire and develop school staff (certificated and classified)
- > Serve as administrator and instructional leader of the school, direct and supervise the curriculum and guidance program of the school
- > Responsible for planning the master schedule of classes for students and for assigning members of the certificated staff
- > Evaluate the performance of teachers and other school employees and counsel them on their individual development
- > Mold student discipline policies to meet unique student population needs
- > Direct financial and human resources at the school site
- > Responsible for school budgetary planning and business operations
- > Work closely with parents and the community at large
- > Initiate and implement community support and advisory groups
- > Accountable for students' overall academic performance
- > Manage school revenues and expenses to stay within agreed upon budget
- > Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person)
- > Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- > Maintain professional standards and a school environment that is productive, safe and focused
- > Participate in Green Dot and individual professional development
- > Participate in other events aimed at promoting or developing Green Dot and its schools (i.e., recruitment)

QUALIFICATIONS:

- > Valid Administrator credentials
- > Relevant Masters or equivalent degree
- > Substantial teaching experience at the middle or high school level, with a history of improving student achievement
- > Prior administrative experience a large plus
- > Demonstrated leadership capabilities
- > Proven management and team building skills
- > Experience managing budgets, creating and implementing policies

- > Excellent interpersonal communication and writing skills
- > Experience working in an entrepreneurial environment
- > A passion for improving middle schools and driving education reform

Assistant Director Job Description

Reports to: Director of MS Programs

Classification: Full-time, Exempt, Administration

Start Date: June 2016

Location: Washington State

OPPORTUNITY:

We are seeking talented educational leaders, with a desire to foster high levels of academic achievement in middle schools. Assistant Directors will aid in leading a comprehensive middle school and are truly empowered administrators. In conjunction with the Principals and teachers, Assistant Principals will have autonomy over all hiring, budgeting and curriculum decisions at the school site.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- > Evaluate and supervise school curriculum and instruction program with the math, science, world language and physical education departments
- > Responsible for student discipline and attendance
- > Supervise and evaluate the performance of classified and certificated personnel
- > Coordinate and supervise the school's athletic program
- > Knowledge of athletic rules (i.e. NCAA regulations, CIF, etc.).
- > Coordinate transportation and supervise classified personnel within this department
- > Oversee scheduling of field trips
- > Organize and inventory technology equipment
- > Assist in developing and maintaining the school budget
- > Assist with the development of a master class schedule
- > Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person)
- > Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- > Maintain professional standards and a school environment that is productive, safe and focused
- > Participate in Green Dot and individual professional development
- > Participate in other events aimed at promoting or developing Green Dot and its schools (i.e., student recruitment)

QUALIFICATIONS:

- > Valid Administrator credentials (or in the process of obtaining one)
- > Relevant Masters or equivalent degree preferred
- > Minimum of 3 years teaching experience (preferably at the middle school level), with a history of improving student achievement.
- > Demonstrated leadership capabilities
- > Proven management and team building skills
- > Excellent interpersonal communication and writing skills
- > A passion for improving middle schools and driving education reform

Attachment #12 – Green Dot Washington State Governance Documents

Attachment #12 includes Green Dot Washington State’s Articles of Incorporation, Proof of Tax-Exempt Status, Completed and Signed Statement of Assurances, Notes to Assurances, Objections and Exceptions to the Charter Contract and Board Bylaws.

Since the last application cycle, Green Dot Washington State’s tax-exemption has been approved and the Board approved a new set of bylaws (as of the date of the executed organizational resolution).

UNITED STATES OF AMERICA

The State of



Washington

Secretary of State

I, KIM WYMAN, Secretary of State of the State of Washington and custodian of its seal, hereby issue this

CERTIFICATE OF INCORPORATION

to

GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE

a/an WA Non-Profit Corporation. Charter documents are effective on the date indicated below.

Date: 11/14/2013

UBI Number: 603-349-022



Given under my hand and the Seal of the State of Washington at Olympia, the State Capital

Handwritten signature of Kim Wyman in blue ink.

Kim Wyman, Secretary of State

Date Issued: 11/14/2013

603349 022

**ARTICLES OF INCORPORATION
OF
GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**

FILED
NOV 14 2013
WA SECRETARY OF STATE

The undersigned, in order to form a nonprofit corporation under the Washington Nonprofit Corporation Act, Chapter 24.03 of the Revised Code of Washington, hereby executes the following Articles of Incorporation:

ARTICLE 1. NAME

The name of the corporation is Green Dot Public Schools Washington State.

ARTICLE 2. DURATION

The duration of the corporation shall be perpetual.

ARTICLE 3. PURPOSES AND POWERS

3.1 Purposes

3.1.1 The corporation is organized exclusively for charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "*Code*"), including, more specifically to promote the advancement of education and to lessen the burdens of government by managing the development and operation of one or more public charter schools in Washington.

3.1.2 To do any and all lawful activities which may be necessary, useful or desirable for furtherance, accomplishment, fostering or attainment of the foregoing purposes, either directly or indirectly and either alone or in conjunction or cooperation with others, whether such others be persons organizations of any kind or nature, such as corporations, firms, associations, trusts, institutions, foundations, or governmental bureaus, department or agencies.

3.2 Powers

3.2.1 In general, and subject to such limitations and conditions as are or may be prescribed by law, or in the corporation's Articles of Incorporation or Bylaws, the corporation shall have all powers which now or hereafter are conferred by law upon a corporation organized for the purpose set forth above, or are necessary or

incidental to the powers so conferred, or are conducive to the attainment of the corporation's purpose.

3.3 Limitations

3.3.1 Nonprofit Status

The corporation shall not have or issue shares of stock. The corporation is not organized for profit, and no part of its net earnings shall inure to the benefit of any Director or officer of the corporation, or any private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation to its Directors or officers for services rendered, and to make payments and distributions in furtherance of the purposes of the corporation and subject to the limitations of Sections 3.3.2 and 3.3.3 of these Articles of Incorporation.

3.3.2 Distributions; Dissolution

No Director or officer of the corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets upon dissolution of the corporation or the winding up of its affairs. Upon such dissolution or winding up, after paying or making adequate provision for the payment of all the liabilities of the corporation, the remaining assets shall be distributed as follows: (1) return the public school funds of the charter school that have been provided pursuant to RCW 28A.710.220 to the state or local account from which the public funds originated; and (2) any remaining assets of the corporation shall be distributed by the Directors of the corporation (the "*Board of Directors*"), for a purpose or purposes similar to those set forth in Section 3.1 of these Articles of Incorporation, to any other organization that then qualifies for exemption under the provisions of Code Section 501(c)(3). Any such assets *not so disposed of* shall be disposed of by the Superior Court of King County, Washington, exclusively for a Code Section 501(c)(3) purpose or purposes similar to those set forth in Section 3.1 of these Articles of Incorporation, or to such organization or organizations, as said court shall determine, that are organized and operated for similar Code Section 501(c)(3) purposes.

3.3.3 Prohibited Activity

(a) No substantial part of the activities of the corporation shall be devoted to attempting to influence legislation by propaganda or otherwise, except to the extent that an organization exempt from federal income tax under Section 501(c)(3) of the Code can engage in such activities without incurring any penalties, excise taxes or losing its status as an organization exempt from federal income tax under Section 501(c)(3) of the Code. The corporation shall not, directly or indirectly, participate in or intervene in (including by the publication or distribution of statements) any political campaign on

behalf of or in opposition to any candidate for public office. The corporation shall not have objectives or engage in activities that characterize it as an "action" organization within the meaning of the Code.

(b) Notwithstanding any other provisions of these Articles of Incorporation, the corporation shall not conduct or carry on activities not permitted to be conducted or carried on by an organization exempt from federal income tax under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

(c) The corporation is prohibited from engaging in any excess benefit transaction as defined in Section 4958(c) of the Code.

(d) The corporation is prohibited from engaging in any act of self-dealing as defined in Section 4941(d) of the Code, from retaining any excess business holding as defined in Section 4943(c) of the Code that would subject the corporation to tax under Section 4943 of the Code, from making any investments that would subject the corporation to tax under Section 4944 of the Code, and from making any taxable expenditure as defined in Section 4945(d) of the Code. If Section 4942 of the Code is deemed applicable to the corporation, it shall make distributions at such time and in such manner that it is not subject to tax under Section 4942 of the Code.

3.4 Powers

In general, and subject to such limitations and conditions as are or may be prescribed by law, by these Articles of Incorporation, or by the Bylaws of the corporation, the corporation shall have the authority to (a) engage in any and all such activities as are incidental or conducive to the attainment of the purposes of the corporation set forth in *Section 3.1 of these Articles of Incorporation* and (b) exercise any and all powers authorized or permitted under any laws that are now, or hereafter may be, applicable or available to the corporation.

ARTICLE 4. DIRECTORS

4.1 Number

The number of Directors of the corporation shall be determined in the manner provided by the Bylaws of the corporation and may be increased or decreased from time to time in the manner provided therein.

4.2 Initial Directors

The number of Directors constituting the initial Board of Directors shall be two
(2). The names and addresses of the persons who are to serve as the initial Directors are as follows:

Kimberly L. Mitchell

Address:

[REDACTED]
[REDACTED]

Andrew M. Buhayar

Address:

[REDACTED]
[REDACTED]

ARTICLE 5. NO MEMBERS

The corporation shall have no members.

ARTICLE 6. LIMITATION OF DIRECTOR LIABILITY

To the full extent that the Washington Nonprofit Corporation Act (as it exists on the date hereof or as it may hereafter be amended) permits the limitation or elimination of the liability of Directors, a Director of the corporation shall not be liable to the corporation or its members, if any, for monetary damages for conduct as a Director. Any amendments to or repeal of this Article 6 shall not adversely affect any right or protection of a Director of the corporation for or with respect to any acts or omissions of such Director occurring prior to such amendment or repeal. If the Washington Nonprofit Corporation Act is amended in the future to authorize corporate action further eliminating or limiting personal liability of directors, then the liability of a director for the corporation shall be eliminated or limited to the full extent permitted by the Washington Nonprofit Corporation Act, as so amended, without any requirement of further action by the corporation.

ARTICLE 7. INDEMNIFICATION

7.1 Right to Indemnification

The corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "*Proceeding*"), by reason of the fact that such person, or a person for whom such person is the legal representative, is or was a Director or officer of the corporation or, while a Director or officer of the corporation, is or was serving at the request of the corporation as a Director, officer, partner, trustee, employee or agent of another corporation, or of a foundation,

partnership, joint venture, limited liability company, trust, enterprise or other nonprofit entity, including service with respect to employee benefit plans (each such other entity, "*Another Enterprise*") (such person, an "*Indemnified Person*"), against all liability and loss suffered and expenses (including attorneys' fees) actually and reasonably incurred by such Indemnified Person in connection with such Proceeding. Notwithstanding the preceding sentence, except as otherwise provided in Section 7.4 of this Article 7, the corporation shall be required to indemnify an Indemnified Person in connection with a Proceeding (or part of such Proceeding) commenced by such Indemnified Person only if the commencement of such Proceeding (or part of such Proceeding) by the Indemnified Person was authorized in advance by the Board of Directors.

7.2 Restrictions on Indemnification

The corporation may not indemnify any Indemnified Person for: (a) acts or omissions of the Indemnified Person finally adjudged to be intentional misconduct or a knowing violation of law; (b) conduct of the Indemnified Person finally adjudged to be in violation of violation of Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.310 of the Washington Business Corporation Act; or (c) any transaction with respect to which it was finally adjudged that such Indemnified Person personally received a benefit in money, property or services to which the Indemnified Person was not legally entitled or if the corporation is otherwise prohibited by applicable law from paying such indemnification; provided, however, that if Section 23B.08.560 or any successor provision of the Washington Business Corporation Act is hereafter amended, the restrictions on indemnification set forth in this Section 7.2 shall be as set forth in such amended statutory provision.

7.3 Expenses Payable in Advance

The corporation shall pay the reasonable expenses (including attorneys' fees) incurred by an Indemnified Person in defending any Proceeding in advance of such Proceeding's final disposition (such expenses, "*Advanced Expenses*"), provided, however, that, to the extent required by law, such payment of Advanced Expenses in advance of the final disposition of the Proceeding shall be made only upon receipt of an undertaking by the Indemnified Person to repay all Advanced Expenses if it should be ultimately determined that the Indemnified Person is not entitled to be indemnified under this Article 7 or otherwise. Notwithstanding any of the foregoing in this Section 7.3, the corporation shall not be required to pay any Advanced Expenses to a person against whom the corporation directly brings a claim alleging that the corporation is not required to indemnify such person under Section 7.2 of this Article 7.

7.4 Written Statement Required and Right of Indemnified Person to Bring Suit

An Indemnified Person seeking indemnification pursuant to Section 7.1 or Advanced Expenses pursuant to Section 7.3 must first submit to the Board a sworn statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a "*Claim*"). If (a) a Claim pursuant to Section 7.1 above is not paid in full by the corporation within 60 days after such Claim has been received by the corporation, or (b) a Claim pursuant to Section 7.3 above is not paid in full by the corporation within 30 days after such Claim has been received by the corporation, then the Indemnified Person may at any time after the expiration of the applicable period bring suit against the corporation to recover the unpaid amount of such Claim. If an Indemnified Person succeeds in whole or in part in any such suit or in a suit brought by the corporation to recover Advanced Expenses pursuant to the terms of an undertaking, then such Indemnified Person is also entitled to receive reimbursement from the corporation for the expense of prosecuting or defending such suit. The Indemnified Person shall be presumed to be entitled to indemnification under this Article 7 upon submission of a Claim (and, in an action brought to enforce a Claim for Advanced Expenses, where the required undertaking has been delivered to the corporation), and, thereafter, the corporation shall have the burden of proof to overcome the presumption that the Indemnified Person is so entitled.

7.5 Procedures Exclusive

Pursuant to Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.560(2) or any successor provision of the Washington Business Corporation Act, the procedures for indemnification and Advanced Expenses set forth in this Article 7 are in lieu of the procedures required by Section 23B.08.550 or any successor provision of the Washington Business Corporation Act.

7.6 Nonexclusivity of Rights

The right to indemnification and Advanced Expenses conferred by this Article 7 shall not be exclusive of any other right that any person may have or hereafter acquire under (a) any statute, (b) provision of these Articles of Incorporation, (c) the Bylaws of the corporation, (d) by general or specific action of the Board of Directors, (e) by contract or (f) otherwise.

7.7 Insurance, Contracts and Funding

The corporation may maintain insurance, at its expense, to protect itself and any Director, officer, partner, trustee, employee or agent of the corporation or Another Enterprise against any expense, liability or loss, whether or not the corporation would

have the power to indemnify such person against such expense, liability or loss under the Washington Business Corporation Act. The corporation may enter into contracts with any Director, officer, partner, trustee, employee or agent of the corporation in furtherance of the provisions of this Article 7 and may create a trust fund, grant a security interest or use other means (including, without limitation, a letter of credit) to ensure the payment of such amounts as may be necessary to effect indemnification and Advanced Expenses as provided in this Article 7.

7.8 Indemnification of Employees and Agents of the Corporation

The corporation may, by action of the Board of Directors, grant rights to indemnification and advancement of expenses to employees and agents or any class or group of employees and agents of the corporation (a) with the same scope and effect as the provisions of this Article 7 with respect to the indemnification and Advanced Expenses of Directors and officers of the corporation, (b) pursuant to rights granted under, or provided by, the Washington Business Corporation Act, or (c) as are otherwise consistent with law.

7.9 Persons Serving Other Entities

Any person who, while a Director or officer of the corporation, is or was serving (a) as a Director or officer of another foreign or domestic corporation of which a majority of the shares entitled to vote in the election of its Directors is held by the corporation or (b) as a partner, trustee or otherwise in an executive or management capacity in a partnership, joint venture, trust or other enterprise of which the corporation or a wholly owned subsidiary of the corporation is a general partner or has a majority ownership shall be deemed to be (i) so serving at the request of the corporation and (ii) entitled to indemnification and Advanced Expenses under this Section 7.

ARTICLE 8. REGISTERED OFFICE AND REGISTERED AGENT

The address of the initial registered office of the corporation is 2560 5th Ave. W., Seattle, WA 98119, and the name of its initial registered agent at such address is Langfeldt Law, PLLC.

ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION

The corporation reserves the right to amend or repeal any of the provisions contained in these Articles of Incorporation in any manner now or hereafter permitted by law.

ARTICLE 10. INCORPORATOR

The name and address of the incorporator of the corporation are as follows:

Monica Langfeldt
Langfeldt Law, PLLC



DATED: November 14, 2013



Monica Langfeldt, Incorporator

CONSENT TO APPOINTMENT AS REGISTERED AGENT

I, Langfeldt Law, PLLC, hereby consent to serve as registered agent in the State of Washington for the following corporation: Green Dot Public Schools Washington State. I understand that as agent for the corporation, it will be my responsibility to accept Service of Process in the name of the corporation, to forward all mail and license renewals to the appropriate officer(s) of the corporation, and to immediately notify the Office of the Secretary of State of my resignation or of any changes in the address of the registered office of the corporation for which I am agent.

Dated: November 14, 2013.

Heleca Langfeldt, Member
(Signature)

Langfeldt Law, PLLC
(Type or print name of agent)

[REDACTED]
(Street address of registered office)

[REDACTED]
(City, state and zip code)



SOS

Office of the Secretary of State

Corporations & Charities Division

James M. Dolliver Building
801 Capitol Way South • PO Box 40234
Olympia, WA 98504-0234
Tel: 360.725.0377
www.sos.wa.gov/corps

Congratulations:

You have completed the initial filing to create a new business entity. **The next step in opening your new business is to complete a Business License Application.** You may have completed this step already. The Business License Application can be completed online or downloaded at: <http://www.bls.dor.wa.gov>.

If you have any questions about the Business License Application, or would like a Business License Application package mailed to you, please call Business License Services at 1-800-451-7985.

LANGFELDT LAW PLLC
2560 5TH AVE W
SEATTLE, WA 98119

IMPORTANT

You have completed the initial filing to create a new entity. To keep your filing status active and avoid administrative dissolution, you must:

1. **File an Annual Report** and pay the annual license fee each year before the anniversary of the filing date for the entity. A notice to file your annual report will be sent to your registered agent. It is the corporation or LLC's responsibility to file the report even if no notice is received.
2. **Maintain a Registered Agent** and registered office in this state. You must notify the Corporations Division if there are any changes in your registered agent, agent's address, or registered office address. Failure to notify the Corporations Division of changes will result in misrouted mail, and possibly administrative dissolution.

If you have questions about report and registered agent requirements, please contact the Corporations Division at 360-725-0377 or visit our website at: <http://www.sos.wa.gov/corps>.

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

DEPARTMENT OF THE TREASURY

Date: JUN 30 2014

GREEN DOT PUBLIC SCHOOLS WASHINGTON
STATE
C/O LANGFELDT LAW PLLC
[REDACTED]

Employer Identification Number:

[REDACTED]

DLN:

17053326401013

Contact Person:

CUSTOMER SERVICE

ID# [REDACTED]

Contact Telephone Number:

[REDACTED]

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Form 990 Required:

Yes

Effective Date of Exemption:

November 14, 2013

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

GREEN DOT PUBLIC SCHOOLS WASHINGTON

Sincerely,

A handwritten signature in black ink that reads "Tamara Rippanda". The signature is written in a cursive, flowing style.

Director, Exempt Organizations

Enclosure: Publication 4221-PC

**AMENDED AND RESTATED BYLAWS
OF
GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**
(a Washington nonprofit corporation)

ARTICLE 1. OFFICES

The principal office for the transaction of the activities and affairs of the corporation shall be at such location within the State of Washington as the Board of Directors (“Board”) shall from time to time designate. The corporation may also have such other offices within the State of Washington as the Board of Directors may from time to time establish.

ARTICLE 2. MEMBERSHIP

The corporation shall have no members.

ARTICLE 3. BOARD OF DIRECTORS

3.1 General Powers

The powers of the corporation shall be exercised, its property controlled and its activities and affairs conducted by or under the directors of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, nonprofit management company, or committee provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

3.2 Authorized Number

The authorized number of Directors shall be not less than three (3) and nor more than twenty-five (25). The exact number of authorized Directors shall be fixed within these limits from time to time by the corporation. The exact number of authorized Directors shall be fixed within these limits from time to time by Green Dot Public Schools National, a California nonprofit public benefit corporation (“GDPSN”).

3.3 Qualifications

No more than forty-nine percent (49%) of the persons serving on the Board maybe interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as a Director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law,

daughter-in-law, mother-in-law or father-in-law of such a person. The provision of this paragraph, however, shall not affect the validity or enforceability of any transaction entered into by the corporation. Directors may have such other qualifications as the Board may prescribe by amendment to these Bylaws.

3.4 Election of Directors

3.4.1 Initial Directors

The initial Directors named in the Articles of Incorporation shall serve until the first annual meeting of the Board.

3.4.2 Designation and Term

GDPSN, acting through its Board of Directors, shall designate the Directors of the corporation. Each Director designated by GDPSN shall serve for such term of office as is specified by GDPSN and thereafter until removed or replaced.

3.4.3 Resignation

A Director may resign effective upon giving written notice to the Chair, the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.

3.4.4 Removal of Directors

A Director may be removed by GDPSN with or without cause at any time, or by a majority vote of the Directors then in office with the written consent of GDPSN.

3.4.5 Vacancies

A vacancy or vacancies on the Board shall be deemed to exist in the event of the death, resignation or removal of any Director, or if the Board by resolution declares vacant the office of a Director who has been declared of unsound mind by an order of the court, or who has been convicted of a felony, or who has been found by final order of judgment of any court to have breached a duty under the Washington Nonprofit Act, or if the authorized number of Directors is increased, or if GDPSN fails to designate the authorized number of Directors to be designated by GDPSN.

In the event of any vacancy of the Board, the position of Director may be filled by GDPSN pursuant to Section 3 of this Article 3.4.2. A Director who fills a vacancy shall serve for the unexpired term of his or her predecessor in office.

ARTICLE 4. MEETINGS

4.1 Open Public Meetings Act

All meetings of the Board shall be called, noticed and held in compliance with the provisions of the Open Public Meetings Act set forth in RCW 42.30. Except as otherwise permitted by the Open Public Meetings Act, all meetings of the Board shall be open and public, and all personnel shall be permitted to attend any meeting of the Board. The Board shall not act any meeting required to be open to the public vote by secret ballot. Any vote taken in violation of this section shall be null and void.

4.2 Place of Meetings

All meetings of the Board shall be held at the principal office of the corporation or such other place as shall be determined from time to time by resolution of the Board, provided that, except as otherwise permitted by the Open Public Meetings Act, all meetings of the Board shall be held within Washington, or as required by an existing and valid charter between the corporation and an authorizing school district or other appropriate Washington legislative body.

4.3 Annual Meeting

The annual meeting of the Board shall be held during the month of December on a date chosen by the President or the Board for the purposes of electing Directors and officers and transacting such business as may properly come before the meeting. If the annual meeting is not held on the date designated therefor, the Board shall cause the meeting to be held as soon thereafter as may be convenient.

4.4 Regular Meetings

Regular meetings of the Board shall be held on such dates and at such times as shall be determined from time to time by resolution of the Board. If at any time any regular meeting falls on a holiday, such regular meeting shall be held on the next business day. At least 72 hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The agenda shall specify the time and location for the regular meeting and shall be posted in a location that is freely accessible to members of the public, or on the corporation's internet web site, if the corporation has one, and at the site of each charter school operated by the corporation. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires modification or accommodation in order to participate in the public meeting. The agenda shall provide an opportunity for members of the public to directly address the Board on any item of interest

to the public before or during the Board's consideration of the item, that is within the authority of the Board. Except as otherwise permitted by the Open Public Meetings Act, no action or discussion shall be undertaken on any item not appearing on the posted agenda.

4.4.1 Presentation to the Board/Agenda Items

Any person may address the Board concerning any item on the agenda prior to action by the Board on such item. Such comments shall be limited to five minutes, unless the Board, at its discretion, votes to shorten or lengthen the time for each speaker. The total time devoted to presentations to the Board on agenda items shall not exceed one-half hour unless additional time is granted by the Board. If the number of persons interested in addressing the Board on an item cannot be accommodated in the time allotted, the Board shall take reasonable steps to allocate time fairly among those supporting or opposing the item.

4.4.2 Presentation to the Board/Non-Agenda Items

Members of the public may address the Board on any item not listed on the Board meeting agenda. Speakers will be limited to three minutes, unless the Board, at its discretion votes to shorten or lengthen the time for each speaker. No more than a total of fifteen minutes shall be devoted to all non-agenda items at regular meetings. The President may disallow a request to address the Board if repetitive of other speakers, or if the speaker seeks to make a presentation that he or another speaker has made at a previous meeting, if it appears that the total allotted time may be exceeded.

Members of the public attempting to make complaints or charges against an employee before the Board in open session will be offered the option to meet with staff to file a complaint under GDPSN's established complaint procedures.

4.4.3 Disturbance of Meetings

In the event that any meeting is interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are interrupting the meeting, the members of the Board conducting the meeting may order the meeting room cleared and continue in session or may adjourn the meeting and reconvene at another location selected by majority vote of the Board. In such a session, final disposition may be taken only on matters appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this section. Nothing in this section shall prohibit the Board from establishing a procedure for readmitting an individual or individuals not responsible for disturbing the orderly conduct of the meeting.

4.4.4 Request to Address the Board

“Request to Address the Board” cards shall be available in the Board meeting room prior to the beginning of each meeting. Members of the public who seek to address the Board on an agenda item or during time allotted for oral communications shall complete a “Request to Address the Board” card and give it to the Board Chairperson or designee no later than ten minutes prior to the commencement of the meeting.

4.4.5 Preparation of the Board Agenda

The Secretary or designee shall be responsible to prepare the agendas for all regular meetings of the Board.

4.4.6 Agenda Distribution

The Board agenda, with supporting information for a regular Board meeting, shall be delivered to Board members at least 72 hours prior to the meeting. The Secretary or designee is responsible for the distribution of Board packets (which include the official agenda and all supporting information to be discussed/acted upon in open session).

In addition to the provisions of agendas, all supporting public information shall be provided to those persons or parties who have requested to be placed upon the Board’s mailing list. A reasonable fee may be charged to receive the actual costs of providing the agenda.

4.5 Special Meetings

- (1) A special meeting may be called at any time by the Chair of the Board of the corporation or by a majority of the members of the Board by delivering written notice personally, by mail, by fax, or by electronic mail to each member of the Board. Written notice shall be deemed waived in the following circumstances:
 - (a) a Director submits a written waiver of notice with the secretary of the Board at or prior to the time the meeting convenes. A written waiver may be given by telegram, fax, or electronic mail; or
 - (b) a Director is actually present at the time the meeting convenes.

- (2) Notice of a special meeting shall be:
- (a) Delivered to each local newspaper of general circulation and local radio or television station that has on file with the Board a written request to be notified of such special meeting or of all special meetings;
 - (b) Posted on the corporation's website. The corporation is not required to post a special meeting notice on its web site if it (i) does not have a web site; (ii) employs fewer than ten full-time equivalent employees; or (iii) does not employ personnel whose duty, as defined by a job description or existing contract, is to maintain or update the web site; and
 - (c) Prominently displayed at the main entrance of the corporation's principal location and the meeting site if it is not held at the corporation's principal location.

Such notice must be delivered or posted, as applicable, at least twenty-four hours before the time of such meeting as specified in the notice.

- (3) The call and notices required under Articles 4.5(1) and 4.5(2) shall specify the time and place of the special meeting and the business to be transacted. Final disposition shall not be taken on any other matter at such meetings by the Board.
- (4) The notices provided in this section may be dispensed with in the event a special meeting is called to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage.

4.6 Emergency Meetings

In the event of an emergency, as defined by RCW 42.30.070, and there is a need for expedited action by the Board to meet the emergency, the Chair of the Board may provide for a meeting site other than the regular meeting site and the notice requirements of RCW 42.30.070 shall be suspended during such emergency.

4.7 Quorum

A quorum of the Board for the transaction of business shall be the greater of the majority of the Directors then in office or one-fifth of the authorized Directors.

4.8 Transactions of the Board

An act or decision done or made by the majority vote of the Directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more Directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to those provisions relating to (i) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of Directors.

4.9 Conduct of Meetings

The Chair, or in his or her absence, the Vice-Chair, or in his or her absence, any Director selected by the Directors present, shall preside at meetings of the Board. The Secretary of the corporation or, in the Secretary's absence, any person appointed by the presiding officer, shall act as Secretary and record the minutes of the meeting of the Board.

4.10 Teleconferencing

The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconferencing locations and conduct teleconference meetings in a manner that protects the statutory rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconferencing location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. Participation in a meeting through use of teleconferencing pursuant to this section constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call.

For purposes of this section 4.11, "teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, though either audio or video, or both. Nothing in this section shall prohibit the corporation from providing the public with additional teleconference locations.

4.11 Adjournment

The Board may adjourn any regular, adjourned regular, special, or adjourned special meeting to a time and place specified in the order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular or adjourned a regular meeting, the Secretary may declare the meeting adjourned to a stated time and place. He or she shall cause a written notice of the adjournment to be given in the same manner as provided in Article 4.5 for special meetings, unless such notice is waived as provided for special meetings. Whenever any meeting is adjourned a copy of the order or notice of adjournment shall be conspicuously posted immediately after the time of the adjournment on or near the door of the place where the regular, adjourned regular, special, or adjourned special meeting was held. When a regular or adjourned regular meeting is adjourned as provided in this section, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment of any meeting fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by resolution.

4.12 Electronic Transmission by the Corporation

Electronic transmission by the corporation shall be valid only for communications:

- (1) delivered by (i) electronic mail when directed to the electronic mail address for that recipient on record with the corporation; (ii) posting on an electronic message board or network that the corporation has designated for those communications, together with a separate notice to the recipient of the posting, which transmission shall be validly delivered upon the later of the posting or delivery of the separate notice thereof, or (iii) other means of electronic transmission;
- (2) to a recipient who has provided an unrevoked consent to the use of those means of transmission for communication; and
- (3) that creates a record that is capable of retention, retrieval, and review, and that may thereafter be rendered into clearly legible tangible form.

ARTICLE 5. BOARD COMMITTEES

5.1 Committees Generally

The Board may appoint standing or special committees for any purpose defined by these Bylaws or determined by the Board. When such committees are composed solely of two (2) or more Directors, the Board may delegate to such committees any of the powers and authority of the Board, except the power and authority to (i) fill vacancies on the Board or in any committee which has the authority of the Board; (ii) fix compensation of

the Directors for serving on the Board or on any committee; (iii) amend or repeal these Bylaws or adopt new Bylaws; (iv) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable; (v) appoint committees of the Board or the members thereof; (vi) expend corporate funds to support a nominee or applicant for Director; or (vii) approve of any self-dealing transaction except as provided by law. Committees which are composed solely of Directors and to which the powers of the Board are delegated shall have power to act only in intervals between meetings of the Board and shall at all times be subject to the control of the Board. Nothing in this Article 5.1 authorizes the Board or the corporation to take any action that is prohibited by applicable laws or policies, including applicable conflicts of interest laws or policies, or by other provisions of these Bylaws.

5.1.1 Meetings of Committees

All meetings of committees other than a meeting of an advisory committee which is comprised solely of less than a quorum of the Board and which is not a standing committee shall be called, noticed and held in compliance with the rules and regulations for meetings of the Board as set forth in the Article 4 hereof applied as if the committees were acting as the Boards. Subject to the foregoing, the Board or, if the Board does not act, the committees shall establish rules and regulations for meetings of the committees, and the committees shall meet on such dates and at such times as are deemed necessary by the Board or, if the Board does not act, by the committees. Committees shall keep regular minutes of proceedings and report the same to the Board from time to time as the Board may require.

5.1.2 Standing and Special Committee

The standing committees of the Board shall consist of an Audit Committee and such other standing committees as the Board may authorize from time to time. Special committees may also be authorized by action of the Board. Any committee composed of persons one or more of whom are not Directors may act solely in an advisory capacity to the Board.

5.1.3 Audit Committee

The Audit Committee may include persons who are not members of the Board, but the member or members of the Audit Committee shall not include any members of the staff of the corporation, including the President and Treasurer. If the corporation has a Finance Committee, members of the Finance Committee shall constitute less than one-half of the Audit Committee, and the chair of the Audit Committee may not be a member of the Finance Committee. Members of the Audit Committee shall not receive any compensation from the corporation and shall not have a material financial interest in any entity doing business with the corporation. Subject to the supervision of the Board, the

Audit Committee shall be responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board. The Audit Committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services performed by the auditing firm conform with standards for auditor independence, and shall approve performance of nonaudit services by the auditing firm.

5.1.4 Quorum and Voting

A majority of the members of a committee shall constitute a quorum and any transactions of a committee shall require a majority vote of the members of the committee at a meeting at which a quorum is present.

5.2 Appointment

The members of a committee shall be appointed by a majority vote of the Directors then in office upon the recommendation of the Board's Chair.

5.3 Term of Office

Each member of a standing committee shall serve until the next annual meeting of the Board and until his or her successor is appointed, or until such committee is sooner terminated, or until he or she is removed, resigns, or otherwise ceases to qualify as a member of the committee.

5.4 Vacancies

Vacancies on any committee may be filled for the unexpired portion of the term in accordance with Article 5.2 above.

5.5 Resignation

Any member of any committee may resign at any time by delivering written notice thereof to the President, the Secretary or the chairperson of such committee, or by giving oral or written notice at any meeting of such committee. Any such resignation shall take effect at the time specified therein or, if the time is not specified, upon delivery thereof and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

5.6 Removal of Committee Member

The Board may remove by a majority vote of the Directors then in office any member on any committee with or without cause.

5.7 Compensation

The Directors, including any Director that also serves as an officer of the corporation, shall serve without compensation from the corporation; provided however, that the Directors may receive reimbursement of expenses actually incurred in connection with attending Board of Directors meetings and in accordance with policies adopted by the Board.

ARTICLE 6. OFFICERS

6.1 Number and Title of Officers

The officers of the corporation shall be a Chair, Vice Chair, a President, a Secretary, a Treasurer, and such other officers, with such titles and duties as shall be determined by the Board. Any number of offices may be held by the same person, except that no person serving as the Secretary or the Treasurer may serve concurrently as the Chair, the Vice-Chair, or the President.

6.2 Election of Officers

The officers of the corporation shall be chosen by and serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Officers need not be Directors except that the Chair and the Vice-Chair each must be a Director. Each officer shall hold office until removed or replaced. Officers shall be eligible for re-election without limitation on the numbers of terms they may serve.

6.3 Subordinate Officers

The Board may appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

6.4 Removal and Resignation of Officers

Any officer may be removed at any time, with or without cause, by the affirmative vote of majority of the Directors then in office.

Any officer may resign (without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party) at any the time by giving notice to the corporation. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of any resignation shall not be necessary to make it effective.

6.5 Vacancies in Offices

A vacancy in any office created by the death, resignation, removal, disqualification, creation of a new office, or any other cause may be filled by these Bylaws for regular election or appointment to that office.

6.6 Chair

The Chair shall be selected from the Directors and shall, if present, preside at all meeting of the Board. The Chair shall exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by these Bylaws.

6.7 Vice-Chair

The Vice-Chair shall be selected from the Directors and shall perform the duties and exercise the authority of the Chair in the event of the Chair's absence. The Vice-Chair shall also perform such other duties as are assigned by the Board.

6.8 President

Subject to the control of the Board, the President shall be the executive director of the corporation and shall have general supervision, direction and control over the business and officers of the corporation. He or she shall have the general power and duties of management usually vested in the office of chief executive officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Boards, any powers or duties vested in the President may be delegated by him or her to such subordinates as he or she may choose.

6.9 Absence or Disability of the President

In the absence or disability of the President, the President's designee shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the President. Such designee shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board.

6.10 Secretary

The Secretary shall keep or cause to be kept at the principal executive office or at such other place as the Board may direct, a book of minutes of all the meetings and actions of the Board and committees of Directors, with the time and place of holding,

whether regular or special, and, if special, how authorized, the notice given, the names of those present at Director's meetings or committee meetings and the proceedings.

The Secretary shall give, or cause to be given, notice of all meetings of the Board required by these Bylaws or by law to be given. He or she shall have such other powers and perform such other duties as may be prescribed by the Board or by these Bylaws.

6.11 Treasurer

The Treasurer shall keep and maintain, or cause to be maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts or disbursements. The books of account shall at all reasonable times be open to inspection by any Directors.

The Treasurer shall deposit or cause to be deposited all monies or other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the Board and shall have the authority to execute and affix the endorsement of the corporation upon any negotiable instruments for the purpose of making any such deposit. He or she shall render to the Board, whenever it requests it, an account of all of his or her transactions as Treasurer and of the financial condition of the corporation and shall have such other powers and perform such other duties as may be prescribed by the Board or these Bylaws.

6.12 Approval of Compensation

The Board or an authorized committee of the Board shall review and approve the compensation, including benefits, of the President and the Treasurer to assure that it is just and reasonable. The review and approval shall occur initially upon the hiring of the officer, whenever the term of employment if any, of the officer if renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

ARTICLE 7. CORPORATE RECORDS AND REPORTS

7.1 Public Records Requirements

The corporation shall comply with the Public Records Act as set forth in RCW 42.56.

7.2 Corporate Records

The corporation shall keep adequate and correct records of accounts and minutes of the proceedings of its Board and committees of the Board. The minutes shall be kept in written form. Other books and records shall be kept in either written form or in any other form capable of being converted into written form.

7.3 Inspection

Each Director shall have the absolute right to inspect at any reasonable time all books, records and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. Any inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and make extras of documents

7.4 Annual Report

The Board shall cause an annual report to be sent to each Director not later than one hundred twenty (120) days after the close of the corporation's fiscal year. That report shall contain in appropriate detail the following:

- (1) the assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (2) the principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (3) the revenue or receipt of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year; and
- (4) the expenses or disbursement of the corporation for both general and restricted purposes, during the fiscal year.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer or the corporation that such statements were prepared without audit from the books and records of the corporation

This requirement of an annual report shall not apply if the corporation receives less than \$25,000 in gross revenues or receipts during the fiscal year; provided, however, that a report with the information required for the inclusion in an annual report must be furnished annually to all Directors.

ARTICLE 8. INTERESTS OF DIRECTORS AND OFFICERS

8.1 Compensation

Directors who receive any compensation for services in any capacity, directly or indirectly, from the corporation may not vote on matters pertaining to that Director's compensation.

8.2 Conflict of Interest

Directors and officers shall disclose to the Board any financial interest which the Director or officer directly or indirectly has in any person or entity which is a party to a transaction under consideration by the Board. The interested Director or officer shall abstain from voting on the transaction.

8.3 Review of Certain Transactions

Prior to entering into any compensation agreement, contract for goods or services, or any other transaction with any person who is in a position to exercise influence over the affairs of the corporation, the Board shall establish that the proposed transaction is reasonable when compared with a similarly-situated organization for functionally comparable positions, goods or services rendered.

ARTICLE 9. ADMINISTRATIVE AND FINANCIAL PROVISIONS

9.1 Loans

No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances. In addition, the corporation may not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220.

9.2 Loans or Extensions of Credit to Officers and Directors

No loans shall be made and no credit shall be extended by the corporation to its officers or Directors.

9.3 Checks, Drafts, Etc.

All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the corporation shall be signed by such

officer or officers, or agent or agents, of the corporation and in such manner as is from time to time determined by resolution of the Board.

9.4 Accounting Year

Unless a different accounting year is at any time selected by the Board, the accounting year of the corporation shall be on the last day of August in each year.

9.5 Rules of Procedure

The rules of procedure at meetings of the Board and committees of the Board shall be rules contained in Roberts' Rules of Order on Parliamentary Procedure, Newly Revised, so far as applicable and when not inconsistent with these Bylaws, the Articles of Incorporation or any resolution of the Board.

9.6 Distribution of Assets Upon Dissolution of this Corporation

All the property and assets of this corporation are irrevocably dedicated to the charitable and educational purposes described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). Upon dissolution, winding up or abandonment of the corporation, its assets remaining after payment, or provisions for payment, of all debts and liabilities shall be distributed to one or more organizations each of which is then described in Section 501(c)(3) of the Code.

Notwithstanding the foregoing, any public school funds of the corporation that have been provided pursuant to RCW 28A.710.220 must be returned to the state or local account from which the public funds originated. In addition, assets, if any, which are not subject to attachment, execution or sale for the corporation's debt and liabilities may be distributed pursuant to the following provisions even though all debts and liabilities have not been paid or adequately provided for:

- (1) Assets held upon a valid condition requiring return, transfer, or conveyance, which condition has occurred or will occur by reason of the dissolution, shall be returned, transferred, or conveyed in accordance with the condition.
- (2) Except as provided in subsection (1) above, assets held under a trust shall be disposed of in compliance with the provisions of the trust.

ARTICLE 10. AMENDMENTS

These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by the Board, but only with the written consent of GDPSN. During any period that the corporation is operating a charter school pursuant to a charter petition approved by a school district, these Bylaws may not be amended in a manner that materially alters

the charter, without the consent of the authorizing school district or other Washington legislative body, if such consent is required under the charter.

ARTICLE 11. DISSOLUTION OR SUSPENSION OF GDPSN

If GDPSN is dissolved or if GDPSN is suspended and such suspension continues for more than one year, thereafter all rights and powers of GDPSN under these Bylaws shall be exercised by the Board, and any action that would otherwise require approval of GDPSN shall require only approval of the Board.

Certificate of Secretary

The undersigned Secretary of Green Dot Public Schools Washington State (“Corporation”), a Washington non-profit corporation, certifies that the foregoing Bylaws were duly adopted by a majority vote of the members of the Board then in office at a meeting of the Board duly called and held on **June 12, 2014** in compliance with the Bylaws of the Corporation at which a quorum of the Board was present and acting throughout the meeting.

Date: _____

Signature: _____
Board Secretary

**RESOLUTIONS OF THE BOARD OF DIRECTORS
OF GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE
REGARDING ORGANIZATIONAL MATTERS**

The following resolutions are presented to the Board of Directors ("Board") of GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE ("Corporation"), a Washington State nonprofit corporation, at a regular meeting on June 12, 2014.

WHEREAS, the Board hereby consents to and adopts, as of the date set forth above, the following resolutions:

ACTIONS OF INCORPORATOR

RESOLVED, that all actions taken by the incorporator of the Corporation be hereby approved, adopted, ratified and confirmed as the valid and binding actions of the Corporation and that the Corporation shall indemnify and hold the incorporator harmless from any liability incurred by her on behalf of the Corporation.

RESOLVED, that the resignation of the incorporator of the Corporation is hereby accepted.

ARTICLES OF INCORPORATION

RESOLVED, that the Articles of Incorporation of the Corporation having been filed in the office of the State of Washington Secretary of State on November 14, 2013, are hereby approved.

AGENT FOR SERVICE OF PROCESS

RESOLVED, that the Executive Director, Brianna Dusseault, whose principal address is Washington State Charter Schools Association, McKinstry Innovations Center, 201 S. Hudson St., Seattle, WA 98134, is hereby confirmed as the Corporation's initial Agent for Service of Process.

BYLAWS

RESOLVED, that the Restated Bylaws of Green Dot Public Schools Washington State ("Bylaws") in the form presented to the Board and attached hereto are adopted and approved as the bylaws of the Corporation until amended or repealed.

BOARD MEMBER TERMS

WHEREAS, the Board desires to stagger the terms of its members.

RESOLVED, that, contingent upon formal approval from Green Dot Public Schools National, a California nonprofit public benefit corporation, the Board hereby confirms the membership of the Board and sets the following Board member terms:

<u>Name of Director</u>	<u>Term Ending</u>
Kaaren Andrews	December 31, 2014
Andrew Buhayar	December 31, 2015
Marguerite Kondracke	December 31, 2014
Kimberly Mitchell	December 31, 2015

ELECTION OF OFFICERS

WHEREAS, on November 20, 2013, the Board resolved to appoint, for a period of one year or until their successors are appointed and qualify: (1) Kimberly Mitchell as Chair; (2) Megan Quaile as Executive Director (President); and (3) Andrew Buhayar as Secretary.

RESOLVED, that the following persons are elected to the offices indicated to serve at the pleasure of the Board and in accordance with the Bylaws of the Corporation and shall hold their respective offices until their resignation, removal or other disqualification from service or until their respective successors shall be elected and qualified:

Kimberly Mitchell	Chair
Marguerite Kondracke	Vice Chair
Andrew Buhayar	Secretary
Kaaren Andrews	Treasurer

RESOLVED, that Megan Quaile is elected to the office of President (and Executive Director) to serve at the pleasure of the Board and in accordance with the Bylaws of the Corporation and shall hold this office until either of the following occurs first: (1) June 30, 2014; or (2) her resignation, removal or other disqualification from service or until her respective successors shall be elected and qualified.

RESOLVED, that Brianna Dusseault is elected to the office of President (and Executive Director) to serve at the pleasure of the Board and in accordance with the Bylaws of the Corporation and shall hold this office from July 1, 2014 until her resignation, removal or other disqualification from service or until her respective successors shall be elected and qualified.

LOCATION OF PRINCIPAL OFFICE

RESOLVED, that Washington State Charter Schools Association, McKinstry Innovations Center, 201 S. Hudson St., Seattle, WA 98134 is hereby designated and fixed as the principal office of the Corporation.

BANK AND BROKERAGE FIRM RESOLUTIONS

RESOLVED, that the Corporation establish in its name one or more bank deposit accounts and that the President or Treasurer of the Corporation be and is hereby authorized to establish such an account or accounts on terms and conditions agreed on with such bank;

RESOLVED FURTHER, that the President or Treasurer of the Corporation be and is hereby authorized to designate as depositories of the Corporation's funds one or more other banks, trust companies or other financial institutions, and to open, keep and close general and special accounts in such depository;

RESOLVED FURTHER, that the President or Treasurer be and is hereby authorized to endorse checks, drafts or other evidences of indebtedness made payable to the Corporation, for the purpose of deposit, and may sign on the Corporation's behalf all checks, drafts, and other instruments of the Corporation to pay money, including instruments payable to the President; and

RESOLVED FURTHER, that the President or Treasurer of the Corporation be and is hereby authorized to execute, on behalf of the Corporation, all standard form resolutions required by all banks, trust companies and financial institutions.

SIGNATORIES

WHEREAS, the Board deems it to be in the best interest of GDPSWS to designate persons who shall have the authority to execute legal and financial documents specifically including, but not limited to, checks or other withdrawal instruments, deeds, contracts, purchase orders, mortgages, bonds, indemnity bonds, loan agreements, leases, security agreements, notes, financing statements, union collective bargaining agreements, employment agreements, partnership agreements, joint venture agreements, pleadings, and all other agreements, contracts, assignments, consents, waivers, certificates, guarantees, directions,

instruments, and other documents (collectively the "Legal and Financial Documents") for and in the name of GDPSWS.

WHEREAS, on November 20, 2013, the Board approved its Bylaws that authorize GDPSWS's Executive Director and Treasurer, acting alone, to execute any and all legal and financial documents for and in the name of GDPSWS.

RESOLVED, that Kimberly Mitchell, in her capacity as Chair, Brianna Dusseault, in her capacity as Executive Director, and Kaaren Andrews in her capacity as Treasurer, shall also have the specific authority, acting alone, to execute any and all legal and financial documents for and in the name of GDPSWS.

RESOLVED FURTHER, that only the three (3) persons named in this Resolution shall have the authority, acting with the Board, to execute a legal and financial document for and in the name of GDPSWS.

FISCAL YEAR

RESOLVED, that the fiscal year of the Corporation shall end on August 31st of each year.

CONFLICT OF INTEREST POLICY

RESOLVED, that the Conflict of Interest Policy in the form presented to the Board and attached hereto are adopted and approved as the conflict of interest policy of the Corporation until amended or repealed.

REQUIRED FILINGS

RESOLVED, that each of the officers of the Corporation is authorized and directed to make such filings and applications, to fulfill such legal requirements as are applicable to the Corporation or its business or to complete the organization of the Corporation and to file tax exemption applications with the State of Washington.

GENERAL AUTHORIZING RESOLUTION

RESOLVED, that the officers of the Corporation, and each of them, are hereby authorized and empowered, for and on behalf of the Corporation, to execute and deliver any and all documents, instruments and agreements, and to perform or cause to be performed any and all acts as may, in their judgment, be necessary or desirable to accomplish the purposes of the foregoing resolutions and the transactions contemplated thereby and by the agreements therein approved,

and any such documents, instrument or agreements so executed and delivered or actions taken by them or any of them shall be conclusive evidence of their authority in so doing.

ADOPTED by the Board of Directors of Green Dot Public Schools Washington State during a regular meeting duly held on June 12, 2014, at which a quorum was present.

AYES:	<u>3</u>
NOES:	<u>0</u>
ABSENT:	<u>1</u>
ABSTAIN:	<u>0</u>

CERTIFIED AS A TRUE AND CORRECT COPY:


CERTIFIED: 
Board Chairperson

Date: 6/14/14

ATTEST: _____
Board Secretary

Date: _____

and any such documents, instrument or agreements so executed and delivered or actions taken by them or any of them shall be conclusive evidence of their authority in so doing.

ADOPTED by the Board of Directors of Green Dot Public Schools Washington State during a regular meeting duly held on June 12, 2014, at which a quorum was present.

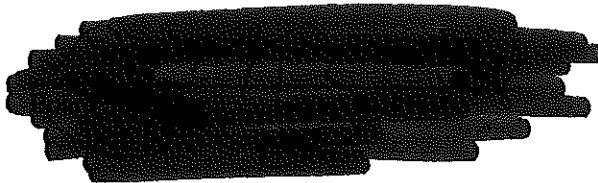
AYES:	<u>3</u>
NOES:	<u>0</u>
ABSENT:	<u>1</u>
ABSTAIN:	<u>0</u>

CERTIFIED AS A TRUE AND CORRECT COPY:

CERTIFIED: _____
Board Chairperson

Date: _____

ATTEST:



Date: 6/12/2014

STATEMENT OF ASSURANCES

This Statement of Assurances must be signed by a duly authorized representative of the charter school applicant and submitted with the application for a charter school.

As the duly authorized representative of the applicant group (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of ~~Green Dot Public Schools Washington State~~ are accurate and true to the best of my knowledge and belief; and further, I certify and assure that, if awarded a charter:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
2. The School is either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
 - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
 - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
 - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
 - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
 - e. Compliance with the No Child Left Behind Act, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
 - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);

g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and

h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).

4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;
5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school;
6. To the extent it enters into contracts with any school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;
7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations;
8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;
9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220;
10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;
11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;
12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;

13. The School shall issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;
14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain;
15. The School shall operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;
16. The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts, including but not limited to chapter 28A.642 RCW (discrimination prohibition), chapter 28A.640 RCW (sexual equality), RCW 28A.605.030 (student education records, RCW 28A.320.125 (safe school plans), and chapter 28A.210 RCW (health and screening requirements);
17. The School shall provide basic education, as provided in RCW 28A.150.210, including instruction in the essential academic learning requirements and shall participate in the statewide student assessment system as developed under RCW 28A.655.070 and in accordance with the requirements of chapter 28A.710 RCW;
18. The School shall employ certificated instructional staff as required in RCW 28A.410.025, provided that the Schools may hire noncertificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203(7);
19. The School shall comply with the employee record check requirements in RCW 28A.400.303;
20. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;
21. The School shall comply with the annual performance report under RCW 28A.655.110;
22. The School shall be subject to the performance improvement goals adopted by the state board of education under RCW 28A.305.130;
23. The School shall comply with the open public meetings act in chapter 42.30 RCW and public records requirements in chapter 42.56 RCW;
24. The School shall be subject to and comply with all legislation governing the operation and management of charter schools;
25. The School shall comply with all state statutes and rules made applicable to the charter school in the school's charter contract;

26. The School shall not engage in any sectarian practices in its education program, admissions or employment policies, or operations;
27. The School shall be subject to the supervision of the superintendent of public instruction and the state board of education, including accountability measures, to the same extent as other public schools, except as otherwise expressly provided by law;
28. The School shall not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases and shall be open to any student regardless of his or her location of residence;
29. The School shall not charge tuition, but may charge fees for participation in optional extracurricular events and activities in the same manner and to the same extent as do other public schools;
30. If the School is a conversion charter school, it shall provide sufficient capacity to enroll all students who wish to remain enrolled in the school after its conversion to a charter school, and may not displace students enrolled before the chartering process;
31. If capacity is insufficient to enroll all students who apply to the charter school, the School must select students through a lottery to ensure fairness, however, the School must give an enrollment preference to siblings of already enrolled students;
32. The School's Board shall annually determine the capacity of the School in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the capacity of its facility;
33. The School shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to its facilities and property;
34. The School has disclosed any real, potential or perceived conflicts of interest that could impact the approval or operation of the School;
35. The School shall, within ninety days of approval of its charter application, execute a charter contract with the Commission, containing the terms set forth by the Commission and the terms required by Chapter 28A.710 RCW and Chapters 108-10, 108-20 and 108-30 WAC, as well as future rules adopted by the Commission;
36. The School shall meet any reasonable preopening requirements or conditions imposed by the Commission, including but not limited to requirements or conditions to monitor the start-up progress of the School and to ensure that the School is prepared to open smoothly on the date agreed, and to ensure that the School meets all building, health, safety, insurance, and other legal requirements for school opening;

37. The School shall comply with, and fully participate in, any activity by the Commission that the Commission deems necessary for it to monitor, engage in oversight, and/or engage in corrective action pursuant to RCW 28A.710.180;
38. The School shall comply with any corrective actions or sanctions imposed upon it by the Commission pursuant to Chapter 28A.710 RCW;
39. The School shall comply with all renewal and nonrenewal actions required of it by the Commission or by law, including but not limited to the requirements imposed by RCW 28A.710.190 and .200;
40. The School shall comply with any nonrenewal of termination actions imposed by the Commission pursuant to Chapter 28A.710 RCW and duly adopted rules of the Commission;
41. The School shall report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools;
42. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;
43. If a new charter school, the School shall not seek or be eligible for local levy moneys approved by the voters unless expressly authorized by law;
44. If a conversion charter school, the School shall be responsible for routine maintenance of the facility it is using including, but not limited to, cleaning, painting, gardening, and landscaping;
45. The School shall, at all times, maintain all necessary and appropriate insurance coverage;
46. The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;
47. The School's governing body has adopted a resolution or motion that authorizes the submission of the School's Charter School Application, including all understandings and assurances contained herein, directing and authorizing the School's designated representative to act in connection with the application and to provide such additional information as may be required by the Commission;
48. The School has not been assisted by any current or former employee of the state of Washington whose duties relate or did relate to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, the School has described them in full detail on a separate page attached to this document.

49. The School understands that the Commission will not reimburse the School for any costs incurred in the preparation of this application. All applications and associated materials become the property of the Commission, and the School claims no proprietary right to the ideas, writings, items, or samples, unless so stated in the application.

50. The School agrees that submission of the application constitutes acceptance of the solicitation contents and the attached sample contract. If there are any exceptions to these terms, the School has described those exceptions in detail on a page attached to this document. The School understands that the Commission is not bound by any of the changes that the School has proposed to the sample contract and that if our application is approved the specific terms and provisions of the contract will be negotiated.

51. The School grants the Commission, or its representatives, the right to contact references and others, who may have pertinent information regarding the ability of the School, its board members, proposed management and lead staff to perform the services contemplated by this RFP.

52. The School grants the Commission, or its representatives, the right to conduct criminal background checks as part of the evaluation process. Signed consent forms from each of the impacted individuals are attached.

53. The School is submitting proposed Contract exceptions or changes: Yes No.
If Contract exceptions are being submitted, the School has attached them to this form.

54. All of the information submitted in the Application is true, correct, complete, and in compliance with Chapter 28A.710 RCW as well as Chapters 108-10 and 108-20 WAC.

Green Dot Seattle

NAME OF SCHOOL

SIGNATURE _____ AUTHORIZED REPRESENTATIVE

7/11/14
DATE

MEGAN CRANE
NAME OF DULY AUTHORIZED REPRESENTATIVE

STATEMENT OF ASSURANCE NO. 53 - CONTRACT EXCEPTIONS

Green Dot Public Schools Washington State (“Green Dot”) greatly appreciates that the Washington State Charter Schools Commission (“Commission”) prepared the “2014 Sample Charter Contract” (“Contract”) for Green Dot’s review and feedback in advance of its application submission. Green Dot warmly welcomes the opportunity to open and operate more charter schools in Washington and is enthusiastic to finalize the Contract in an efficient and transparent manner. To this end, and pursuant to Statement of Assurances No. 53, Green Dot provides the following list of exceptions to the Contract’s terms, which is not intended to be an exhaustive list, but rather highlights negotiable issues that are known by Green Dot to be important from its experience of operating successful charter schools.

In addition, the exceptions listed below do not address items that are silent and not specified in detail in the Contract. Accordingly, Green Dot reserves the right to supplement this list of exceptions and negotiate additional revisions to the Contract.

Section I, Recitals

- Typo: the primary heading should be Section “I” instead of “II.”

Section II, Agreement

2.3, Term of Agreement

- Green Dot realizes that Washington law prohibits the contract from starting until the first day of school. Will this start date impact Green Dot’s ability to access levy funding?

Section III, School Rights and Responsibilities

3.1, Pre-Opening Conditions

- The “identified dates” do not yet exist in Appendix 1.
- Typo: at the end of the paragraph, delete “the” before “June 15, 2015.”

Section IV, Governance

4.1.3, Affiliation

- The term “affiliated” is undefined.
- The Commission’s ability to waive the restriction should not be unreasonably withheld.

4.1.5, Ethics

- In subparagraph (b), the term “special privileges or exemptions” is undefined

4.1.6, Public Records

- Are contractors subject to the Public Records Act?

4.1.9, Assets

- The terms “collections” and “school operations” are undefined.
- Are textbooks considered to be “tangible assets”?

- Assets purchased with unrestricted funds should not have to be tracked given the nature of unrestricted funds.
- Upon dissolution, the assets and liabilities are assumed by the rest of the organization.
- Proposed language: The School shall maintain a complete and current inventory of all school assets that cost more than \$5,000 (including sales tax and ancillary costs). The School shall update the inventory annually and shall take reasonable precautions to safeguard assets acquired with public funds. If the Contract is revoked, terminated, non-renewed or surrendered, or the School otherwise ceases to operate, assets and liabilities shall be deemed to be the responsibility of Green Dot Public Schools Washington State.

4.2.2, School Authorized as Part of a Charter Management Organization

- Delete the paragraph referring to schools not authorized as part of a charter management organization.
- Referring to the titles of the Contract's paragraphs in the manner shown is a bit confusing. Perhaps a period was intended to be placed between "Contract" and "School" in the third line?

4.3.3, Curriculum

- Subparagraph (c) does not describe the approval process for material revisions and/or amendments to the educational program and/or curriculum.

4.4.1(d), School Performance Framework

- RCW 28A.710.200 sets forth four reasons for revocation of the charter contract. As a result, the performance measures set out in the Contract should not be a sole basis for revocation of a school's charter.
- The School reserves the right to negotiate additional changes to this provision once the Performance Framework is fully developed.

4.5.1, Annual Performance Review

- The date by which to provide its performance data is undetermined. This timing of this ultimate date may hinder Green Dot's ability to provide complete data.

4.6.9, Transactional with Affiliates

- The term "affiliate" is undefined.
- Typo: in subparagraph (a), "4.1.5 Ethics." need not be in bold or followed by a period.

4.6.12, Notification to Commission

- In subparagraph (a)(1)(ii), the phrase "may have endangered the educational welfare or personal safety . . ." (emphasis added) leaves the School without clear direction when to notify the Commission.
- Regarding subparagraph (b)(3), Green Dot makes an exception insofar as the school must be aware of the conditions requiring immediate notification.
- Regarding subparagraph (b)(4), the term "funds" is undefined.
- Regarding subparagraph (b)(6), we request to modify to "Any known change in its corporate status with the Washington Secretary of State's Office or status as a 501(c)(3) entity.

4.6.14, Data and Reports

- Proposed revision for the final sentence, “Failure to provide reports, data, documentation, or evidence by the due date may be a material violation of the Contract.”

4.7, School Calendar

- Any approval from the Commission regarding calendar changes should not be unreasonably withheld.

4.8.4, Student Transfers and Exits

- The language does not contemplate students of majority age.

4.10.3, Location

- The current language binds Green Dot to terms and conditions unknown at this time. It is also unknown what authority will specify such terms and conditions. Suggest that the terms be “agreed upon” rather than specified.
- The written approval from the Commission should not be unreasonably withheld.

4.10.5, Construction/Renovation and Maintenance of Facilities

- The School should be responsible to the extent agreed upon in any referenced lease.

4.10.6, Use of the Facility by the School

- The written approval from the Commission should not be unreasonably withheld.

4.10.7, Inspections

- The Commission should have access “. . . at all reasonable time and frequency to any facility . . .” (Underlined text inserted.)

4.10.8, Impracticability of Use

- The written approval from the Commission should not be unreasonably withheld.
- The terms and conditions need to be specified or provide the mechanism for their creation, including, but not limited to, Green Dot’s ability to negotiate such terms and conditions.

4.11.2, Governance, Managerial and Financial Controls

- Delete “Charter” in the first line.
- In subparagraph (a), is the phrase “commonly accepted accounting practices” intended to mean “generally accepted accounting principles”?

4.11.3, Audits

- At the beginning of each paragraph, capitalize “school”.

4.11.6, State Accounting Requirements

- Proposed revision: The School shall use and follow all applicable policies and requirements issued by the Washington State Auditor’s Office ~~concerning accounting for public school districts in the state of Washington. The School shall also comply with public school budget and accounting requirements, the Accounting Manual for School Districts and the Administrative Budgeting and Financial Reporting Handbook.~~

4.12.1, Annual Budgets

- The timeline does not contemplate when the state’s budget is determined later than June 1 of each year.
- The fiscal year does not coincide with the school year. We propose changing the fiscal year to July 1st – June 30th annually.

4.13.2, Retirement Plan

- Green Dot is the employer rather than the school itself and the language should acknowledge the charter management organization.

4.13.4, Background Checks

- The language is unclear regarding which entity will pay for any background check conducted pursuant to this paragraph.
- Background checks should only apply to subcontractors and volunteers if they have regular, unsupervised access to students.
- The term “periodically” is undefined.
- The last two sentences in subparagraph (a) are either covered, or most appropriately placed, in Paragraph 4.6.12, Notification to Commission.

4.14.3, Risk Management

- The 24-hour requirement should apply to business hours only.
- The terms “claims” and “charges” are undefined.

4.14.5, Faith and/or Credit Contracts with Third Parties

- Green Dot should be able to enter into a contract that would bind the Commission if it provides written and approved consent.

4.14.6, Indemnification

- The Commission should indemnify Green Dot in a reciprocal manner.
- Suggest revising to include exception for situations in which the Commission’s own errors or omissions give rise to liability.

Section V, Commission’s Rights and Responsibilities

5.1.4, Notification of Perceived Problems

- Proposed revision: “The School will be given reasonable opportunity to respond and remedy the problem, ~~unless immediate revocation is warranted.~~”

Section VI, Breach of Contract, Termination, and Dissolution

6.1.2, Termination by the Commission

- In subparagraph (g), the school’s performance does not contemplate short-term growth that may still land in the bottom quartile of schools on the State Board of Education’s accountability index.

6.1.3, Other Remedies

- The term “apparent” should be deleted from the paragraph’s first sentence.

6.1.5, Dissolution

- Green Dot should be responsible for winding up the school, especially if Green Dot operates multiple schools in Washington.

Section VII, General

7.1.13, Applicable Law

- Suggest striking the final sentence “~~However, the Commission shall be the ultimate authority regarding what laws apply to the charter schools it has authorized and the extent to which they apply.~~”
- Only the courts are properly authorized to determine the scope of which laws apply to charter schools.

Statement of Assurances

Statement of Assurance #37. The School shall comply with, and fully participate in, any activity by the Commission that the Commission deems necessary for it to monitor, engage in oversight, and/or engage in corrective action pursuant to RCW 28A.710.180;

- *Addition:* Suggest revising to include additional underlined language from RCW 28A.710.180(2): “An authorizer may conduct or require oversight activities that enable the authorizer to fulfill its responsibilities under this chapter, including conducting appropriate inquiries and investigations, so long as those activities are consistent with the intent of this chapter, adhere to the terms of the charter contract, and do not unduly inhibit the autonomy granted to charter schools.”

Statement of Assurance #43. If a new charter school, the School shall not seek or be eligible for local levy moneys approved by the voters unless expressly authorized by law;

- *Exception:* See bolded language above. Charter school law contains no prohibition against a charter school “seeking” local levy moneys. Suggest revising language to comport with relevant provision of charter school law (RCW 28A.710.220(6)-(8)): “Conversion charter schools are eligible for local levy moneys approved by the voters before the conversion start-up date of the school as determined by the authorizer, and the school district must allocate levy moneys to a conversion charter school. New charter schools are not eligible for local levy moneys approved by the voters before the start-up date of the school unless the local school district is the authorizer. For levies submitted to voters after the start-up date of a charter school authorized under this chapter, the charter school must be included in levy planning, budgets, and funding distribution in the same manner as other public schools in the district.”

Statement of Assurance #46. The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;

- *Exception:* Suggest revising to include exception for situations in which the Commission’s own errors or omissions give rise to liability, and/or in cases of gross negligence or willful misconduct.

Statement of Assurance #50. The School agrees that submission of the application constitutes acceptance of the solicitation contents and the attached sample contract. If there are any exceptions to these terms, the School has described those exceptions in detail on a page attached to this document. The School understands that the Commission is not bound by any of the

Attachment #12 – Green Dot Washington State Governance Documents

Attachment #12 includes Green Dot Washington State's Articles of Incorporation, Proof of Tax-Exempt Status, Completed and Signed Statement of Assurances, Notes to Assurances, Objections and Exceptions to the Charter Contract and Board Bylaws.

Since the last application cycle, Green Dot Washington State's tax-exemption has been approved and the Board approved a new set of bylaws (as of the date of the executed organizational resolution).

UNITED STATES OF AMERICA

The State of  Washington

Secretary of State

I, KIM WYMAN, Secretary of State of the State of Washington and custodian of its seal, hereby issue this

CERTIFICATE OF INCORPORATION

to

GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE

a/an WA Non-Profit Corporation. Charter documents are effective on the date indicated below.

Date: 11/14/2013

UBI Number: 603-349-022



Given under my hand and the Seal of the State of Washington at Olympia, the State Capital

Kim Wyman, Secretary of State

Date Issued: 11/14/2013

603 349 022

FILED
NOV 14 2013
WA SECRETARY OF STATE

**ARTICLES OF INCORPORATION
OF
GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**

The undersigned, in order to form a nonprofit corporation under the Washington Nonprofit Corporation Act, Chapter 24.03 of the Revised Code of Washington, hereby executes the following Articles of Incorporation:

ARTICLE 1. NAME

The name of the corporation is Green Dot Public Schools Washington State.

ARTICLE 2. DURATION

The duration of the corporation shall be perpetual.

ARTICLE 3. PURPOSES AND POWERS

3.1 Purposes

3.1.1 The corporation is organized exclusively for charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "*Code*"), including, more specifically to promote the advancement of education and to lessen the burdens of government by managing the development and operation of one or more public charter schools in Washington.

3.1.2 To do any and all lawful activities which may be necessary, useful or desirable for furtherance, accomplishment, fostering or attainment of the foregoing purposes, either directly or indirectly and either alone or in conjunction or cooperation with others, whether such others be persons organizations of any kind or nature, such as corporations, firms, associations, trusts, institutions, foundations, or governmental bureaus, department or agencies.

3.2 Powers

3.2.1 In general, and subject to such limitations and conditions as are or may be prescribed by law, or in the corporation's Articles of Incorporation or Bylaws, the corporation shall have all powers which now or hereafter are conferred by law upon a corporation organized for the purpose set forth above, or are necessary or

incidental to the powers so conferred, or are conducive to the attainment of the corporation's purpose.

3.3 Limitations

3.3.1 Nonprofit Status

The corporation shall not have or issue shares of stock. The corporation is not organized for profit, and no part of its net earnings shall inure to the benefit of any Director or officer of the corporation, or any private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation to its Directors or officers for services rendered, and to make payments and distributions in furtherance of the purposes of the corporation and subject to the limitations of Sections 3.3.2 and 3.3.3 of these Articles of Incorporation.

3.3.2 Distributions; Dissolution

No Director or officer of the corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets upon dissolution of the corporation or the winding up of its affairs. Upon such dissolution or winding up, after paying or making adequate provision for the payment of all the liabilities of the corporation, the remaining assets shall be distributed as follows: (1) return the public school funds of the charter school that have been provided pursuant to RCW 28A.710.220 to the state or local account from which the public funds originated; and (2) any remaining assets of the corporation shall be distributed by the Directors of the corporation (the "*Board of Directors*"), for a purpose or purposes similar to those set forth in Section 3.1 of these Articles of Incorporation, to any other organization that then qualifies for exemption under the provisions of Code Section 501(c)(3). Any such assets not so disposed of shall be disposed of by the Superior Court of King County, Washington, exclusively for a Code Section 501(c)(3) purpose or purposes similar to those set forth in Section 3.1 of these Articles of Incorporation, or to such organization or organizations, as said court shall determine, that are organized and operated for similar Code Section 501(c)(3) purposes.

3.3.3 Prohibited Activity

(a) No substantial part of the activities of the corporation shall be devoted to attempting to influence legislation by propaganda or otherwise, except to the extent that an organization exempt from federal income tax under Section 501(c)(3) of the Code can engage in such activities without incurring any penalties, excise taxes or losing its status as an organization exempt from federal income tax under Section 501(c)(3) of the Code. The corporation shall not, directly or indirectly, participate in or intervene in (including by the publication or distribution of statements) any political campaign on

behalf of or in opposition to any candidate for public office. The corporation shall not have objectives or engage in activities that characterize it as an "action" organization within the meaning of the Code.

(b) Notwithstanding any other provisions of these Articles of Incorporation, the corporation shall not conduct or carry on activities not permitted to be conducted or carried on by an organization exempt from federal income tax under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

(c) The corporation is prohibited from engaging in any excess benefit transaction as defined in Section 4958(c) of the Code.

(d) The corporation is prohibited from engaging in any act of self-dealing as defined in Section 4941(d) of the Code, from retaining any excess business holding as defined in Section 4943(c) of the Code that would subject the corporation to tax under Section 4943 of the Code, from making any investments that would subject the corporation to tax under Section 4944 of the Code, and from making any taxable expenditure as defined in Section 4945(d) of the Code. If Section 4942 of the Code is deemed applicable to the corporation, it shall make distributions at such time and in such manner that it is not subject to tax under Section 4942 of the Code.

3.4 Powers

In general, and subject to such limitations and conditions as are or may be prescribed by law, by these Articles of Incorporation, or by the Bylaws of the corporation, the corporation shall have the authority to (a) engage in any and all such activities as are incidental or conducive to the attainment of the purposes of the corporation set forth in *Section 3.1 of these Articles of Incorporation* and (b) exercise any and all powers authorized or permitted under any laws that are now, or hereafter may be, applicable or available to the corporation.

ARTICLE 4. DIRECTORS

4.1 Number

The number of Directors of the corporation shall be determined in the manner provided by the Bylaws of the corporation and may be increased or decreased from time to time in the manner provided therein.

4.2 Initial Directors

The number of Directors constituting the initial Board of Directors shall be two (2). The names and addresses of the persons who are to serve as the initial Directors are as follows:

Kimberly L. Mitchell

Andrew M. Buhayar

Address:

[REDACTED]

ARTICLE 5. NO MEMBERS

The corporation shall have no members.

ARTICLE 6. LIMITATION OF DIRECTOR LIABILITY

To the full extent that the Washington Nonprofit Corporation Act (as it exists on the date hereof or as it may hereafter be amended) permits the limitation or elimination of the liability of Directors, a Director of the corporation shall not be liable to the corporation or its members, if any, for monetary damages for conduct as a Director. Any amendments to or repeal of this Article 6 shall not adversely affect any right or protection of a Director of the corporation for or with respect to any acts or omissions of such Director occurring prior to such amendment or repeal. If the Washington Nonprofit Corporation Act is amended in the future to authorize corporate action further eliminating or limiting personal liability of directors, then the liability of a director for the corporation shall be eliminated or limited to the full extent permitted by the Washington Nonprofit Corporation Act, as so amended, without any requirement of further action by the corporation.

ARTICLE 7. INDEMNIFICATION

7.1 Right to Indemnification

The corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "*Proceeding*"), by reason of the fact that such person, or a person for whom such person is the legal representative, is or was a Director or officer of the corporation or, while a Director or officer of the corporation, is or was serving at the request of the corporation as a Director, officer, partner, trustee, employee or agent of another corporation, or of a foundation,

partnership, joint venture, limited liability company, trust, enterprise or other nonprofit entity, including service with respect to employee benefit plans (each such other entity, "*Another Enterprise*") (such person, an "*Indemnified Person*"), against all liability and loss suffered and expenses (including attorneys' fees) actually and reasonably incurred by such Indemnified Person in connection with such Proceeding. Notwithstanding the preceding sentence, except as otherwise provided in Section 7.4 of this Article 7, the corporation shall be required to indemnify an Indemnified Person in connection with a Proceeding (or part of such Proceeding) commenced by such Indemnified Person only if the commencement of such Proceeding (or part of such Proceeding) by the Indemnified Person was authorized in advance by the Board of Directors.

7.2 Restrictions on Indemnification

The corporation may not indemnify any Indemnified Person for: (a) acts or omissions of the Indemnified Person finally adjudged to be intentional misconduct or a knowing violation of law; (b) conduct of the Indemnified Person finally adjudged to be in violation of violation of Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.310 of the Washington Business Corporation Act; or (c) any transaction with respect to which it was finally adjudged that such Indemnified Person personally received a benefit in money, property or services to which the Indemnified Person was not legally entitled or if the corporation is otherwise prohibited by applicable law from paying such indemnification; provided, however, that if Section 23B.08.560 or any successor provision of the Washington Business Corporation Act is hereafter amended, the restrictions on indemnification set forth in this Section 7.2 shall be as set forth in such amended statutory provision.

7.3 Expenses Payable in Advance

The corporation shall pay the reasonable expenses (including attorneys' fees) incurred by an Indemnified Person in defending any Proceeding in advance of such Proceeding's final disposition (such expenses, "*Advanced Expenses*"), provided, however, that, to the extent required by law, such payment of Advanced Expenses in advance of the final disposition of the Proceeding shall be made only upon receipt of an undertaking by the Indemnified Person to repay all Advanced Expenses if it should be ultimately determined that the Indemnified Person is not entitled to be indemnified under this Article 7 or otherwise. Notwithstanding any of the foregoing in this Section 7.3, the corporation shall not be required to pay any Advanced Expenses to a person against whom the corporation directly brings a claim alleging that the corporation is not required to indemnify such person under Section 7.2 of this Article 7.

7.4 Written Statement Required and Right of Indemnified Person to Bring Suit

An Indemnified Person seeking indemnification pursuant to Section 7.1 or Advanced Expenses pursuant to Section 7.3 must first submit to the Board a sworn statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a "*Claim*"). If (a) a Claim pursuant to Section 7.1 above is not paid in full by the corporation within 60 days after such Claim has been received by the corporation, or (b) a Claim pursuant to Section 7.3 above is not paid in full by the corporation within 30 days after such Claim has been received by the corporation, then the Indemnified Person may at any time after the expiration of the applicable period bring suit against the corporation to recover the unpaid amount of such Claim. If an Indemnified Person succeeds in whole or in part in any such suit or in a suit brought by the corporation to recover Advanced Expenses pursuant to the terms of an undertaking, then such Indemnified Person is also entitled to receive reimbursement from the corporation for the expense of prosecuting or defending such suit. The Indemnified Person shall be presumed to be entitled to indemnification under this Article 7 upon submission of a Claim (and, in an action brought to enforce a Claim for Advanced Expenses, where the required undertaking has been delivered to the corporation), and, thereafter, the corporation shall have the burden of proof to overcome the presumption that the Indemnified Person is so entitled.

7.5 Procedures Exclusive

Pursuant to Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.560(2) or any successor provision of the Washington Business Corporation Act, the procedures for indemnification and Advanced Expenses set forth in this Article 7 are in lieu of the procedures required by Section 23B.08.550 or any successor provision of the Washington Business Corporation Act.

7.6 Nonexclusivity of Rights

The right to indemnification and Advanced Expenses conferred by this Article 7 shall not be exclusive of any other right that any person may have or hereafter acquire under (a) any statute, (b) provision of these Articles of Incorporation, (c) the Bylaws of the corporation, (d) by general or specific action of the Board of Directors, (e) by contract or (f) otherwise.

7.7 Insurance, Contracts and Funding

The corporation may maintain insurance, at its expense, to protect itself and any Director, officer, partner, trustee, employee or agent of the corporation or Another Enterprise against any expense, liability or loss, whether or not the corporation would

have the power to indemnify such person against such expense, liability or loss under the Washington Business Corporation Act. The corporation may enter into contracts with any Director, officer, partner, trustee, employee or agent of the corporation in furtherance of the provisions of this Article 7 and may create a trust fund, grant a security interest or use other means (including, without limitation, a letter of credit) to ensure the payment of such amounts as may be necessary to effect indemnification and Advanced Expenses as provided in this Article 7.

7.8 Indemnification of Employees and Agents of the Corporation

The corporation may, by action of the Board of Directors, grant rights to indemnification and advancement of expenses to employees and agents or any class or group of employees and agents of the corporation (a) with the same scope and effect as the provisions of this Article 7 with respect to the indemnification and Advanced Expenses of Directors and officers of the corporation, (b) pursuant to rights granted under, or provided by, the Washington Business Corporation Act, or (c) as are otherwise consistent with law.

7.9 Persons Serving Other Entities

Any person who, while a Director or officer of the corporation, is or was serving (a) as a Director or officer of another foreign or domestic corporation of which a majority of the shares entitled to vote in the election of its Directors is held by the corporation or (b) as a partner, trustee or otherwise in an executive or management capacity in a partnership, joint venture, trust or other enterprise of which the corporation or a wholly owned subsidiary of the corporation is a general partner or has a majority ownership shall be deemed to be (i) so serving at the request of the corporation and (ii) entitled to indemnification and Advanced Expenses under this Section 7.

ARTICLE 8. REGISTERED OFFICE AND REGISTERED AGENT

The address of the initial registered office of the corporation is 2560 5th Ave. W., Seattle, WA 98119, and the name of its initial registered agent at such address is Langfeldt Law, PLLC.

ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION

The corporation reserves the right to amend or repeal any of the provisions contained in these Articles of Incorporation in any manner now or hereafter permitted by law.

ARTICLE 10. INCORPORATOR

The name and address of the incorporator of the corporation are as follows:

Monica Langfeldt
Langfeldt Law, PLLC
2560 5th Ave. W
Seattle, WA 98119

DATED: November 14, 2013


A large, dark, rectangular redaction mark covers the signature of Monica Langfeldt.


Monica Langfeldt, incorporator

CONSENT TO APPOINTMENT AS REGISTERED AGENT

I, Langfeldt Law, PLLC, hereby consent to serve as registered agent in the State of Washington for the following corporation: Green Dot Public Schools Washington State. I understand that as agent for the corporation, it will be my responsibility to accept Service of Process in the name of the corporation, to forward all mail and license renewals to the appropriate officer(s) of the corporation, and to immediately notify the Office of the Secretary of State of my resignation or of any changes in the address of the registered office of the corporation for which I am agent.

Dated: November 14, 2013.


(Signature)



(Type or print name of agent)



(Street address of registered office)



(City, state and zip code)



SOS

Office of the Secretary of State

Corporations & Charities Division

James M. Dolliver Building
801 Capitol Way South • PO Box 40234
Olympia, WA 98504-0234
Tel: 360.725.0377
www.sos.wa.gov/corps

Congratulations:

You have completed the initial filing to create a new business entity. **The next step in opening your new business is to complete a Business License Application.** You may have completed this step already. The Business License Application can be completed online or downloaded at: <http://www.bls.dor.wa.gov>.

If you have any questions about the Business License Application, or would like a Business License Application package mailed to you, please call Business License Services at 1-800-451-7985.

LANGFELDT LAW PLLC
2560 5TH AVE W
SEATTLE, WA 98119

IMPORTANT

You have completed the initial filing to create a new entity. To keep your filing status active and avoid administrative dissolution, you must:

1. **File an Annual Report** and pay the annual license fee each year before the anniversary of the filing date for the entity. A notice to file your annual report will be sent to your registered agent. It is the corporation or LLC's responsibility to file the report even if no notice is received.
2. **Maintain a Registered Agent** and registered office in this state. You must notify the Corporations Division if there are any changes in your registered agent, agent's address, or registered office address. Failure to notify the Corporations Division of changes will result in misrouted mail, and possibly administrative dissolution.

If you have questions about report and registered agent requirements, please contact the Corporations Division at 360-725-0377 or visit our website at: <http://www.sos.wa.gov/corps>.

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

DEPARTMENT OF THE TREASURY

Date: JUN 30 2014

GREEN DOT PUBLIC SCHOOLS WASHINGTON
STATE
C/O LANGFELDT LAW PLLC
2650 5TH AVE W
SEATTLE, WA 98119

Employer Identification Number:
46-4128856
DLN:
17053326401013
Contact Person: ID# 31954
CUSTOMER SERVICE
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
November 14, 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

GREEN DOT PUBLIC SCHOOLS WASHINGTON

Sincerely,

A large, dark, irregularly shaped redaction mark covering the signature area of the letter.

Director, Exempt Organizations

Enclosure: Publication 4221-PC

**AMENDED AND RESTATED BYLAWS
OF
GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE
(a Washington nonprofit corporation)**

ARTICLE 1. OFFICES

The principal office for the transaction of the activities and affairs of the corporation shall be at such location within the State of Washington as the Board of Directors (“Board”) shall from time to time designate. The corporation may also have such other offices within the State of Washington as the Board of Directors may from time to time establish.

ARTICLE 2. MEMBERSHIP

The corporation shall have no members.

ARTICLE 3. BOARD OF DIRECTORS

3.1 General Powers

The powers of the corporation shall be exercised, its property controlled and its activities and affairs conducted by or under the directors of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, nonprofit management company, or committee provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

3.2 Authorized Number

The authorized number of Directors shall be not less than three (3) and nor more than twenty-five (25). The exact number of authorized Directors shall be fixed within these limits from time to time by the corporation. The exact number of authorized Directors shall be fixed within these limits from time to time by Green Dot Public Schools National, a California nonprofit public benefit corporation (“GDPSN”).

3.3 Qualifications

No more than forty-nine percent (49%) of the persons serving on the Board maybe interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as a Director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law,

daughter-in-law, mother-in-law or father-in-law of such a person. The provision of this paragraph, however, shall not affect the validity or enforceability of any transaction entered into by the corporation. Directors may have such other qualifications as the Board may prescribe by amendment to these Bylaws.

3.4 Election of Directors

3.4.1 Initial Directors

The initial Directors named in the Articles of Incorporation shall serve until the first annual meeting of the Board.

3.4.2 Designation and Term

GDPSN, acting through its Board of Directors, shall designate the Directors of the corporation. Each Director designated by GDPSN shall serve for such term of office as is specified by GDPSN and thereafter until removed or replaced.

3.4.3 Resignation

A Director may resign effective upon giving written notice to the Chair, the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.

3.4.4 Removal of Directors

A Director may be removed by GDPSN with or without cause at any time, or by a majority vote of the Directors then in office with the written consent of GDPSN.

3.4.5 Vacancies

A vacancy or vacancies on the Board shall be deemed to exist in the event of the death, resignation or removal of any Director, or if the Board by resolution declares vacant the office of a Director who has been declared of unsound mind by an order of the court, or who has been convicted of a felony, or who has been found by final order of judgment of any court to have breached a duty under the Washington Nonprofit Act, or if the authorized number of Directors is increased, or if GDPSN fails to designate the authorized number of Directors to be designated by GDPSN.

In the event of any vacancy of the Board, the position of Director may be filled by GDPSN pursuant to Section 3 of this Article 3.4.2. A Director who fills a vacancy shall serve for the unexpired term of his or her predecessor in office.

ARTICLE 4. MEETINGS

4.1 Open Public Meetings Act

All meetings of the Board shall be called, noticed and held in compliance with the provisions of the Open Public Meetings Act set forth in RCW 42.30. Except as otherwise permitted by the Open Public Meetings Act, all meetings of the Board shall be open and public, and all personnel shall be permitted to attend any meeting of the Board. The Board shall not act any meeting required to be open to the public vote by secret ballot. Any vote taken in violation of this section shall be null and void.

4.2 Place of Meetings

All meetings of the Board shall be held at the principal office of the corporation or such other place as shall be determined from time to time by resolution of the Board, provided that, except as otherwise permitted by the Open Public Meetings Act, all meetings of the Board shall be held within Washington, or as required by an existing and valid charter between the corporation and an authorizing school district or other appropriate Washington legislative body.

4.3 Annual Meeting

The annual meeting of the Board shall be held during the month of December on a date chosen by the President or the Board for the purposes of electing Directors and officers and transacting such business as may properly come before the meeting. If the annual meeting is not held on the date designated therefor, the Board shall cause the meeting to be held as soon thereafter as may be convenient.

4.4 Regular Meetings

Regular meetings of the Board shall be held on such dates and at such times as shall be determined from time to time by resolution of the Board. If at any time any regular meeting falls on a holiday, such regular meeting shall be held on the next business day. At least 72 hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The agenda shall specify the time and location for the regular meeting and shall be posted in a location that is freely accessible to members of the public, or on the corporation's internet web site, if the corporation has one, and at the site of each charter school operated by the corporation. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires modification or accommodation in order to participate in the public meeting. The agenda shall provide an opportunity for members of the public to directly address the Board on any item of interest

to the public before or during the Board's consideration of the item, that is within the authority of the Board. Except as otherwise permitted by the Open Public Meetings Act, no action or discussion shall be undertaken on any item not appearing on the posted agenda.

4.4.1 Presentation to the Board/Agenda Items

Any person may address the Board concerning any item on the agenda prior to action by the Board on such item. Such comments shall be limited to five minutes, unless the Board, at its discretion, votes to shorten or lengthen the time for each speaker. The total time devoted to presentations to the Board on agenda items shall not exceed one-half hour unless additional time is granted by the Board. If the number of persons interested in addressing the Board on an item cannot be accommodated in the time allotted, the Board shall take reasonable steps to allocate time fairly among those supporting or opposing the item.

4.4.2 Presentation to the Board/Non-Agenda Items

Members of the public may address the Board on any item not listed on the Board meeting agenda. Speakers will be limited to three minutes, unless the Board, at its discretion votes to shorten or lengthen the time for each speaker. No more than a total of fifteen minutes shall be devoted to all non-agenda items at regular meetings. The President may disallow a request to address the Board if repetitive of other speakers, or if the speaker seeks to make a presentation that he or another speaker has made at a previous meeting, if it appears that the total allotted time may be exceeded.

Members of the public attempting to make complaints or charges against an employee before the Board in open session will be offered the option to meet with staff to file a complaint under GDPSN's established complaint procedures.

4.4.3 Disturbance of Meetings

In the event that any meeting is interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are interrupting the meeting, the members of the Board conducting the meeting may order the meeting room cleared and continue in session or may adjourn the meeting and reconvene at another location selected by majority vote of the Board. In such a session, final disposition may be taken only on matters appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this section. Nothing in this section shall prohibit the Board from establishing a procedure for readmitting an individual or individuals not responsible for disturbing the orderly conduct of the meeting.

4.4.4 Request to Address the Board

“Request to Address the Board” cards shall be available in the Board meeting room prior to the beginning of each meeting. Members of the public who seek to address the Board on an agenda item or during time allotted for oral communications shall complete a “Request to Address the Board” card and give it to the Board Chairperson or designee no later than ten minutes prior to the commencement of the meeting.

4.4.5 Preparation of the Board Agenda

The Secretary or designee shall be responsible to prepare the agendas for all regular meetings of the Board.

4.4.6 Agenda Distribution

The Board agenda, with supporting information for a regular Board meeting, shall be delivered to Board members at least 72 hours prior to the meeting. The Secretary or designee is responsible for the distribution of Board packets (which include the official agenda and all supporting information to be discussed/acted upon in open session).

In addition to the provisions of agendas, all supporting public information shall be provided to those persons or parties who have requested to be placed upon the Board’s mailing list. A reasonable fee may be charged to receive the actual costs of providing the agenda.

4.5 Special Meetings

- (1) A special meeting may be called at any time by the Chair of the Board of the corporation or by a majority of the members of the Board by delivering written notice personally, by mail, by fax, or by electronic mail to each member of the Board. Written notice shall be deemed waived in the following circumstances:
 - (a) a Director submits a written waiver of notice with the secretary of the Board at or prior to the time the meeting convenes. A written waiver may be given by telegram, fax, or electronic mail; or
 - (b) a Director is actually present at the time the meeting convenes.

- (2) Notice of a special meeting shall be:
- (a) Delivered to each local newspaper of general circulation and local radio or television station that has on file with the Board a written request to be notified of such special meeting or of all special meetings;
 - (b) Posted on the corporation's website. The corporation is not required to post a special meeting notice on its web site if it (i) does not have a web site; (ii) employs fewer than ten full-time equivalent employees; or (iii) does not employ personnel whose duty, as defined by a job description or existing contract, is to maintain or update the web site; and
 - (c) Prominently displayed at the main entrance of the corporation's principal location and the meeting site if it is not held at the corporation's principal location.

Such notice must be delivered or posted, as applicable, at least twenty-four hours before the time of such meeting as specified in the notice.

- (3) The call and notices required under Articles 4.5(1) and 4.5(2) shall specify the time and place of the special meeting and the business to be transacted. Final disposition shall not be taken on any other matter at such meetings by the Board.
- (4) The notices provided in this section may be dispensed with in the event a special meeting is called to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage.

4.6 Emergency Meetings

In the event of an emergency, as defined by RCW 42.30.070, and there is a need for expedited action by the Board to meet the emergency, the Chair of the Board may provide for a meeting site other than the regular meeting site and the notice requirements of RCW 42.30.070 shall be suspended during such emergency.

4.7 Quorum

A quorum of the Board for the transaction of business shall be the greater of the majority of the Directors then in office or one-fifth of the authorized Directors.

4.8 Transactions of the Board

An act or decision done or made by the majority vote of the Directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more Directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to those provisions relating to (i) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of Directors.

4.9 Conduct of Meetings

The Chair, or in his or her absence, the Vice-Chair, or in his or her absence, any Director selected by the Directors present, shall preside at meetings of the Board. The Secretary of the corporation or, in the Secretary's absence, any person appointed by the presiding officer, shall act as Secretary and record the minutes of the meeting of the Board.

4.10 Teleconferencing

The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconferencing locations and conduct teleconference meetings in a manner that protects the statutory rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconferencing location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. Participation in a meeting through use of teleconferencing pursuant to this section constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call.

For purposes of this section 4.11, "teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, though either audio or video, or both. Nothing in this section shall prohibit the corporation from providing the public with additional teleconference locations.

4.11 Adjournment

The Board may adjourn any regular, adjourned regular, special, or adjourned special meeting to a time and place specified in the order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular or adjourned a regular meeting, the Secretary may declare the meeting adjourned to a stated time and place. He or she shall cause a written notice of the adjournment to be given in the same manner as provided in Article 4.5 for special meetings, unless such notice is waived as provided for special meetings. Whenever any meeting is adjourned a copy of the order or notice of adjournment shall be conspicuously posted immediately after the time of the adjournment on or near the door of the place where the regular, adjourned regular, special, or adjourned special meeting was held. When a regular or adjourned regular meeting is adjourned as provided in this section, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment of any meeting fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by resolution.

4.12 Electronic Transmission by the Corporation

Electronic transmission by the corporation shall be valid only for communications:

- (1) delivered by (i) electronic mail when directed to the electronic mail address for that recipient on record with the corporation; (ii) posting on an electronic message board or network that the corporation has designated for those communications, together with a separate notice to the recipient of the posting, which transmission shall be validly delivered upon the later of the posting or delivery of the separate notice thereof, or (iii) other means of electronic transmission;
- (2) to a recipient who has provided an unrevoked consent to the use of those means of transmission for communication; and
- (3) that creates a record that is capable of retention, retrieval, and review, and that may thereafter be rendered into clearly legible tangible form.

ARTICLE 5. BOARD COMMITTEES

5.1 Committees Generally

The Board may appoint standing or special committees for any purpose defined by these Bylaws or determined by the Board. When such committees are composed solely of two (2) or more Directors, the Board may delegate to such committees any of the powers and authority of the Board, except the power and authority to (i) fill vacancies on the Board or in any committee which has the authority of the Board; (ii) fix compensation of

the Directors for serving on the Board or on any committee; (iii) amend or repeal these Bylaws or adopt new Bylaws; (iv) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable; (v) appoint committees of the Board or the members thereof; (vi) expend corporate funds to support a nominee or applicant for Director; or (vii) approve of any self-dealing transaction except as provided by law. Committees which are composed solely of Directors and to which the powers of the Board are delegated shall have power to act only in intervals between meetings of the Board and shall at all times be subject to the control of the Board. Nothing in this Article 5.1 authorizes the Board or the corporation to take any action that is prohibited by applicable laws or policies, including applicable conflicts of interest laws or policies, or by other provisions of these Bylaws.

5.1.1 Meetings of Committees

All meetings of committees other than a meeting of an advisory committee which is comprised solely of less than a quorum of the Board and which is not a standing committee shall be called, noticed and held in compliance with the rules and regulations for meetings of the Board as set forth in the Article 4 hereof applied as if the committees were acting as the Boards. Subject to the foregoing, the Board or, if the Board does not act, the committees shall establish rules and regulations for meetings of the committees, and the committees shall meet on such dates and at such times as are deemed necessary by the Board or, if the Board does not act, by the committees. Committees shall keep regular minutes of proceedings and report the same to the Board from time to time as the Board may require.

5.1.2 Standing and Special Committee

The standing committees of the Board shall consist of an Audit Committee and such other standing committees as the Board may authorize from time to time. Special committees may also be authorized by action of the Board. Any committee composed of persons one or more of whom are not Directors may act solely in an advisory capacity to the Board.

5.1.3 Audit Committee

The Audit Committee may include persons who are not members of the Board, but the member or members of the Audit Committee shall not include any members of the staff of the corporation, including the President and Treasurer. If the corporation has a Finance Committee, members of the Finance Committee shall constitute less than one-half of the Audit Committee, and the chair of the Audit Committee may not be a member of the Finance Committee. Members of the Audit Committee shall not receive any compensation from the corporation and shall not have a material financial interest in any entity doing business with the corporation. Subject to the supervision of the Board, the

Audit Committee shall be responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board. The Audit Committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services performed by the auditing firm conform with standards for auditor independence, and shall approve performance of nonaudit services by the auditing firm.

5.1.4 Quorum and Voting

A majority of the members of a committee shall constitute a quorum and any transactions of a committee shall require a majority vote of the members of the committee at a meeting at which a quorum is present.

5.2 Appointment

The members of a committee shall be appointed by a majority vote of the Directors then in office upon the recommendation of the Board's Chair.

5.3 Term of Office

Each member of a standing committee shall serve until the next annual meeting of the Board and until his or her successor is appointed, or until such committee is sooner terminated, or until he or she is removed, resigns, or otherwise ceases to qualify as a member of the committee.

5.4 Vacancies

Vacancies on any committee may be filled for the unexpired portion of the term in accordance with Article 5.2 above.

5.5 Resignation

Any member of any committee may resign at any time by delivering written notice thereof to the President, the Secretary or the chairperson of such committee, or by giving oral or written notice at any meeting of such committee. Any such resignation shall take effect at the time specified therein or, if the time is not specified, upon delivery thereof and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

5.6 Removal of Committee Member

The Board may remove by a majority vote of the Directors then in office any member on any committee with or without cause.

5.7 Compensation

The Directors, including any Director that also serves as an officer of the corporation, shall serve without compensation from the corporation; provided however, that the Directors may receive reimbursement of expenses actually incurred in connection with attending Board of Directors meetings and in accordance with policies adopted by the Board.

ARTICLE 6. OFFICERS

6.1 Number and Title of Officers

The officers of the corporation shall be a Chair, Vice Chair, a President, a Secretary, a Treasurer, and such other officers, with such titles and duties as shall be determined by the Board. Any number of offices may be held by the same person, except that no person serving as the Secretary or the Treasurer may serve concurrently as the Chair, the Vice-Chair, or the President.

6.2 Election of Officers

The officers of the corporation shall be chosen by and serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Officers need not be Directors except that the Chair and the Vice-Chair each must be a Director. Each officer shall hold office until removed or replaced. Officers shall be eligible for re-election without limitation on the numbers of terms they may serve.

6.3 Subordinate Officers

The Board may appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

6.4 Removal and Resignation of Officers

Any officer may be removed at any time, with or without cause, by the affirmative vote of majority of the Directors then in office.

Any officer may resign (without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party) at any time by giving notice to the corporation. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of any resignation shall not be necessary to make it effective.

6.5 Vacancies in Offices

A vacancy in any office created by the death, resignation, removal, disqualification, creation of a new office, or any other cause may be filled by these Bylaws for regular election or appointment to that office.

6.6 Chair

The Chair shall be selected from the Directors and shall, if present, preside at all meeting of the Board. The Chair shall exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by these Bylaws.

6.7 Vice-Chair

The Vice-Chair shall be selected from the Directors and shall perform the duties and exercise the authority of the Chair in the event of the Chair's absence. The Vice-Chair shall also perform such other duties as are assigned by the Board.

6.8 President

Subject to the control of the Board, the President shall be the executive director of the corporation and shall have general supervision, direction and control over the business and officers of the corporation. He or she shall have the general power and duties of management usually vested in the office of chief executive officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Boards, any powers or duties vested in the President may be delegated by him or her to such subordinates as he or she may choose.

6.9 Absence or Disability of the President

In the absence or disability of the President, the President's designee shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the President. Such designee shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board.

6.10 Secretary

The Secretary shall keep or cause to be kept at the principal executive office or at such other place as the Board may direct, a book of minutes of all the meetings and actions of the Board and committees of Directors, with the time and place of holding,

changes that the School has proposed to the sample contract and that if our application is approved the specific terms and provisions of the contract will be negotiated.

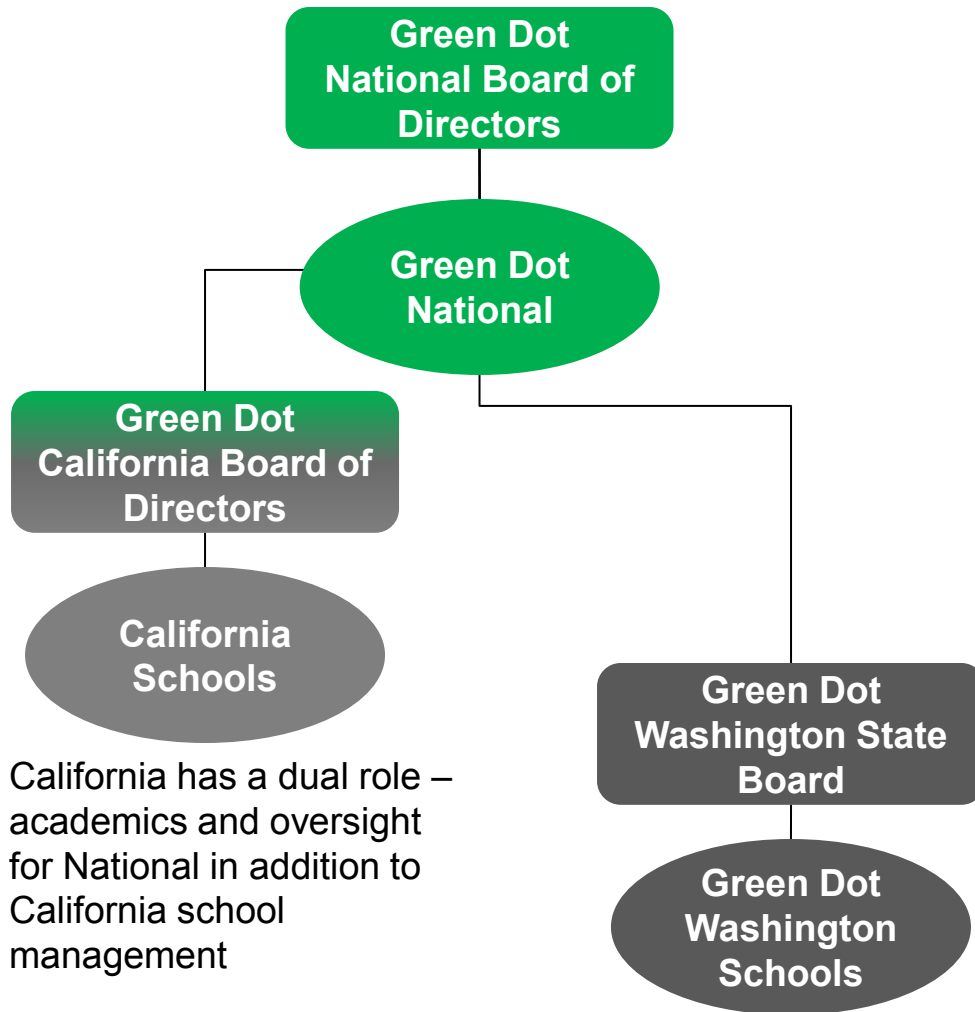
- *Exception:* Does not allow charter school the opportunity to negotiate over key terms of the charter contract, despite language in the law stating that authorizers are responsible for "**negotiating ... charter contracts with each** authorized charter school" (RCW 28A.710.100(1)(d)).

Green Dot thanks the Commission for its review of the foregoing exceptions. Green Dot looks forward to discussing any proposed revisions to the Contract to continue a fruitful and collaborative relationship with the Commission and the state of Washington.

Attachment #13 – Green Dot Washington State Organizational Charts

Green Dot Public Schools Governance Structure

Green Dot has just transitioned to a new governance structure

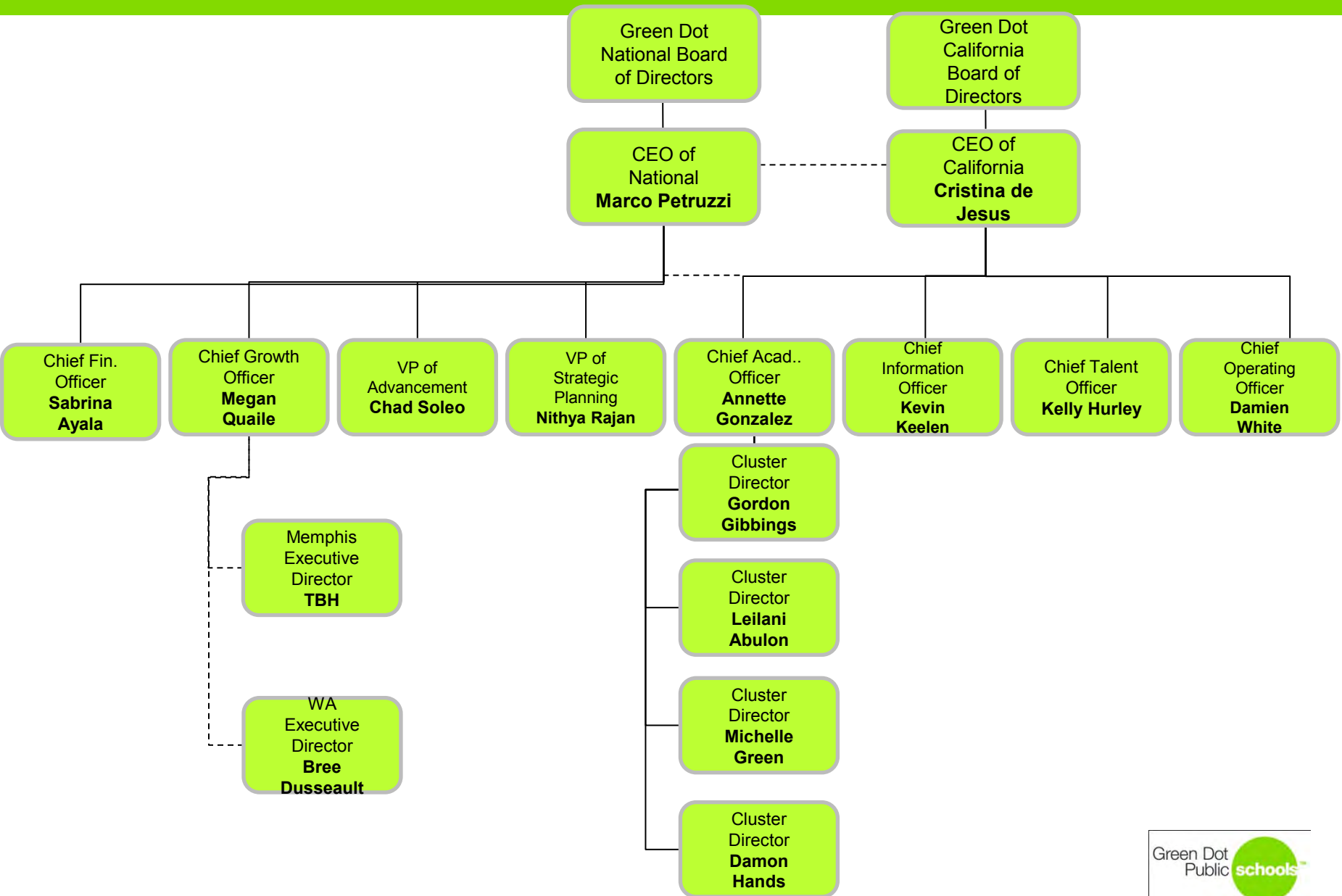


California has a dual role – academics and oversight for National in addition to California school management

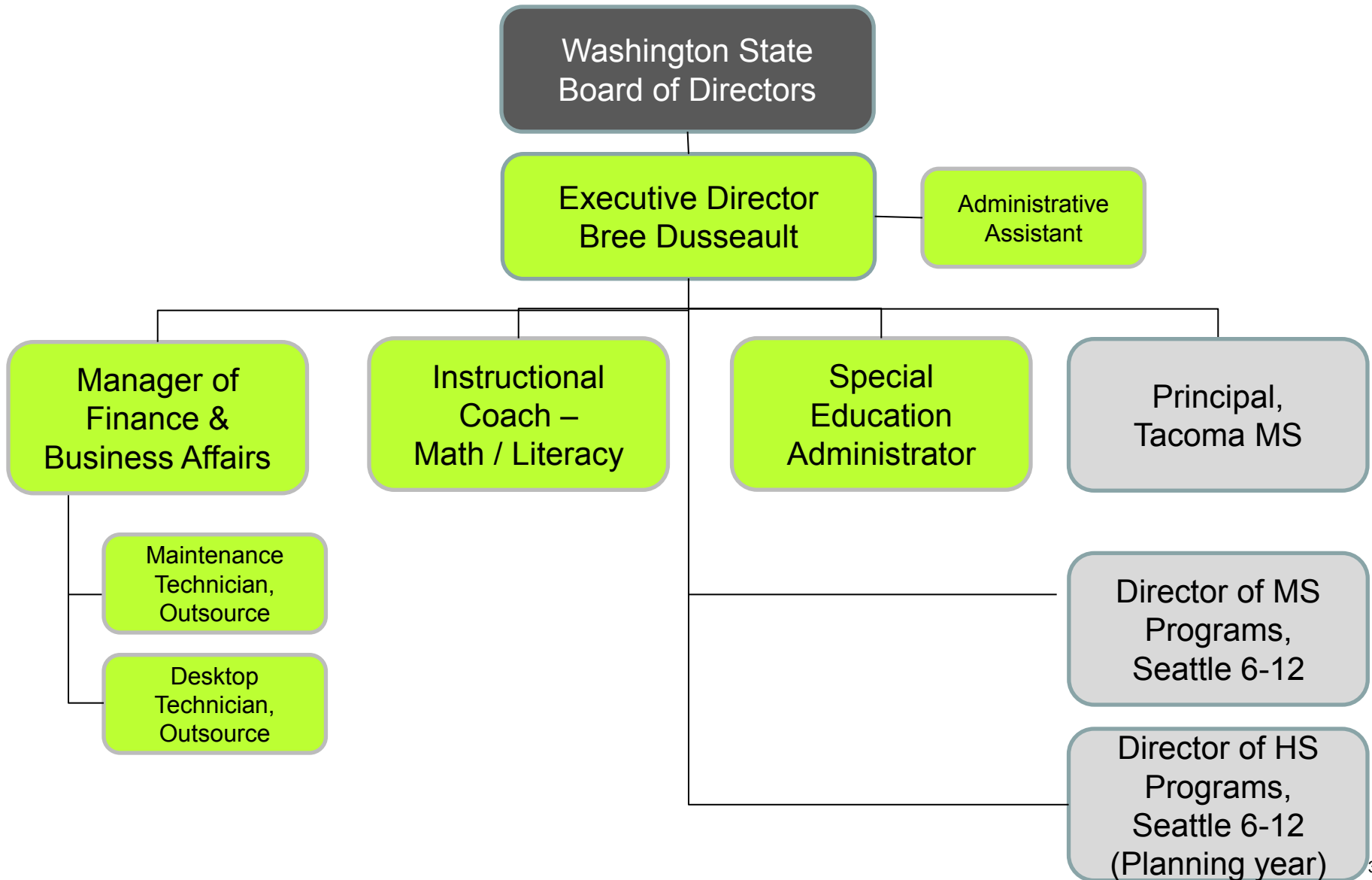
Types of Control National May Exercise

- Appointing and removing Directors of the Regional Boards, as a last resort
- Licensing the Green Dot brand to regions
- Providing services and having regions sign a shared services agreement
- Retaining hiring and firing power of the Executive Director, with final decisions made in conjunction with the Regional Board
- Leading screening of Principal Candidates
- Training leaders and building loyalty

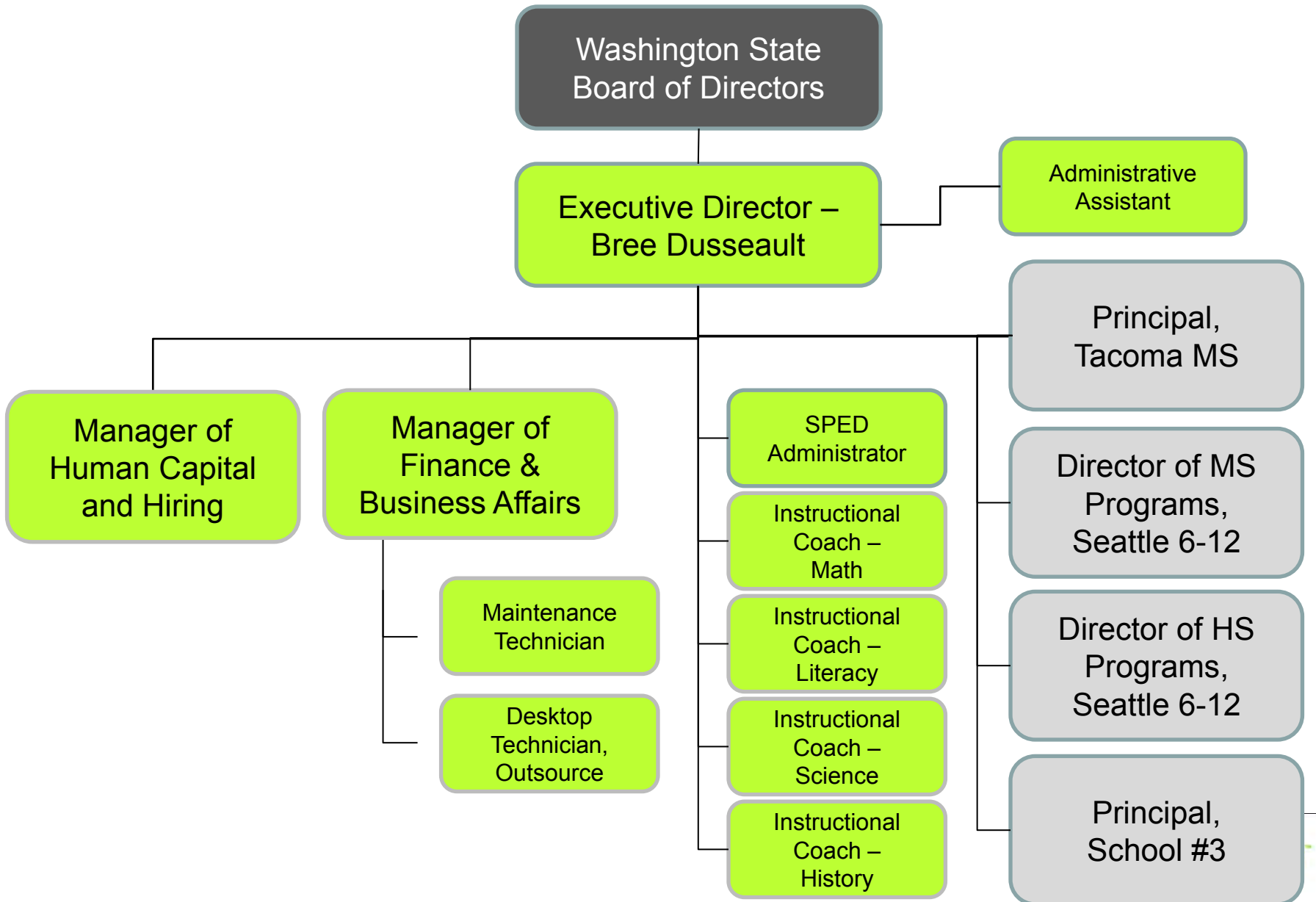
Green Dot Public Schools Management Team – Years 1 and 5



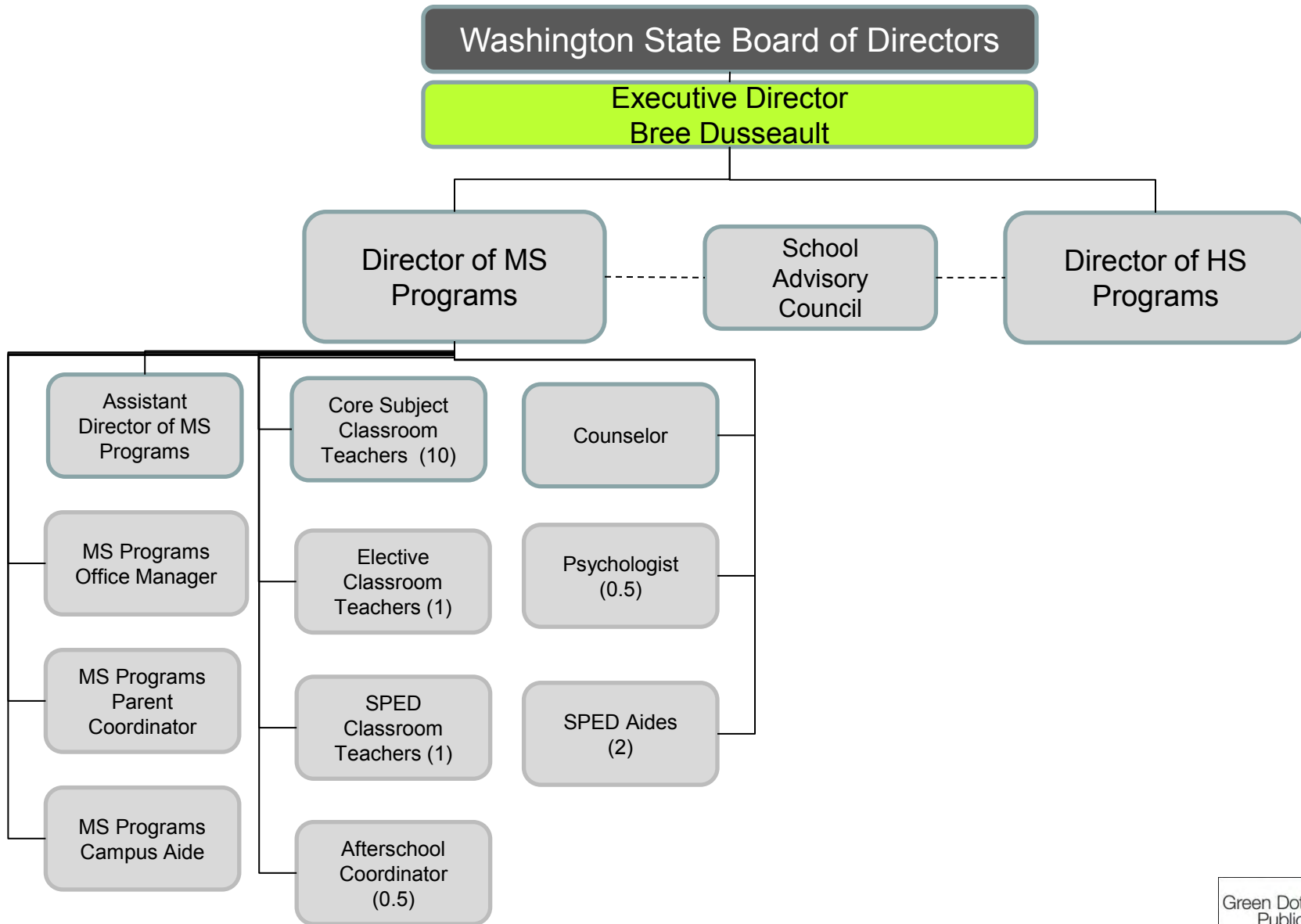
Green Dot Public Schools Washington State – 2016-2017



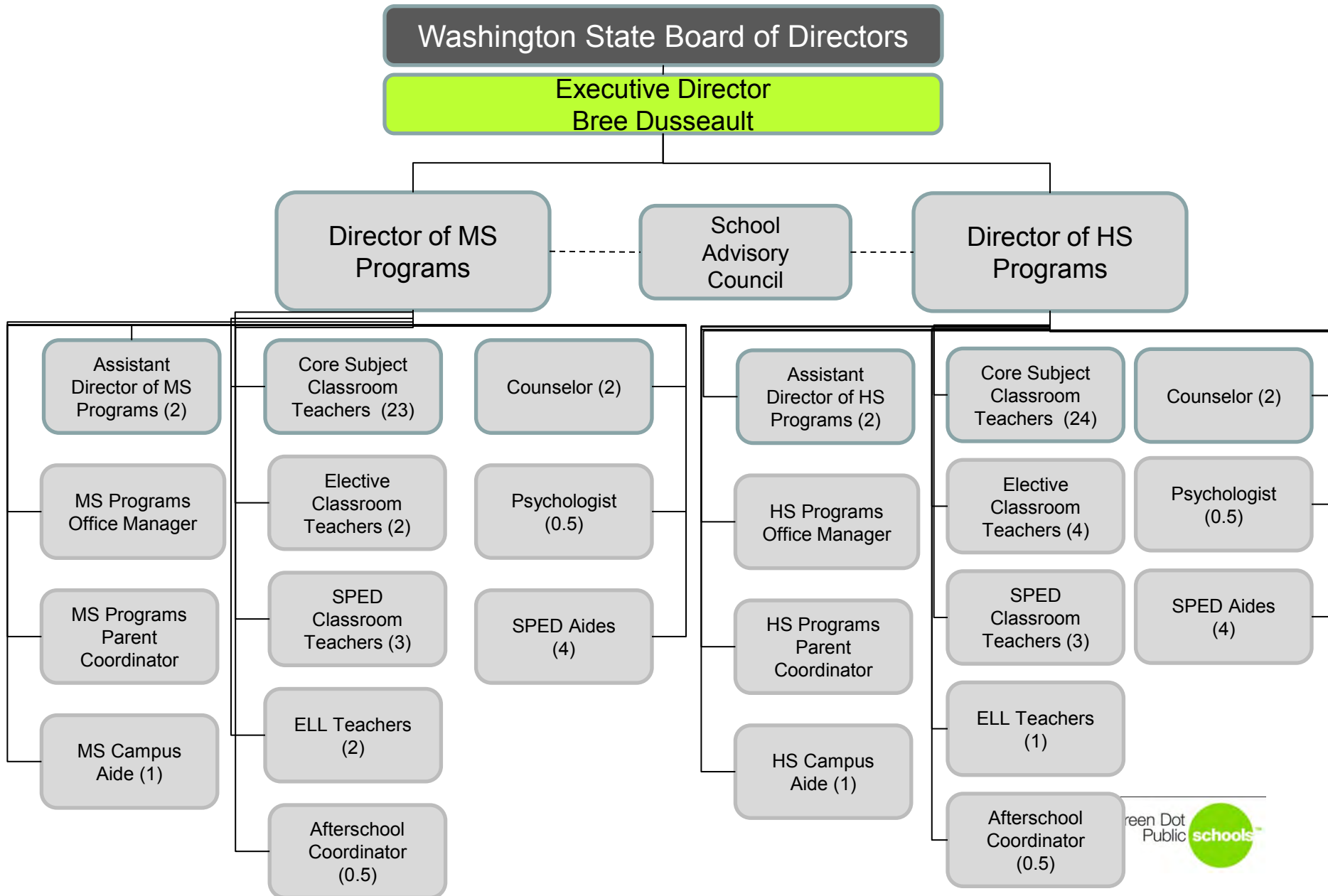
Green Dot Public Schools Washington State - 2020-2021



Green Dot Seattle – 2016-2017



Green Dot Seattle – 2020-2021



Attachment #14 – Green Dot Washington State Proposed Contracts

Not applicable. There are no proposed partnerships or contractual relationships outside of Green Dot Public Schools that are central to the school's operations or mission.

Attachment #15 – Green Dot Washington State Board Member Documents

Brief Bio and Resume for Andrew M. Buhayar

Andrew is a strategic planner with a multidisciplinary background in design and analysis. He's currently the head of user researcher and analytics for Nordstrom's People Lab, an internally focused group enhancing Nordstrom's workplace and empowering employees to reach their potential. His work involves surveying the employee population, designing leadership and training programs, and measuring effectiveness of internally focused resources.

Prior to Nordstrom, Andrew worked at global design firm NBBJ as a strategic consultant. At NBBJ he assisted in the planning, development and occupancy of client's future facilities. His work involved providing decision support to clients weighing significant facility investments with long range business planning. Andrew primarily supported hospitals and health system clients throughout the Pacific Northwest.

Before NBBJ, Andrew worked as a Senior Analyst with management consulting firm Sg2. He completed his Masters in Business and Masters in Design through the Illinois Institute of Technology in Chicago.

Work Experience

Nordstrom, People Lab – Head of User Research and Analytics, Seattle, WA
2013 – Present

NBBJ Design, REV Consulting Group – Health Researcher and Strategist, Seattle, WA
2010 – 2013

Advanced global design firm's consulting efforts through application of qualitative and quantitative methods to strategic healthcare problems.

- Assessed and prepared hospitals to occupy new facilities; transition planning engagements included departmental analysis, development of new operating protocols and simulation training.
- Developed customized comparative evaluation of demographic, patient record, and financial data from 15 primary and urgent care clinics; proposed opportunities for strengthening referral activity and future site selection to meet community need. Model enabled client to conduct ongoing evaluations and replicate successful practices.
- Utilized direct observation, interviews, and mock-patient journeys to evaluate major academic medical center's surgical operations; these efforts informed operations optimization.
- Led client through sensitivity analysis to refine clinical service set for Fortune 50 corporation's inaugural employee clinic; incorporated insurance claim data and secondary research of other relevant successful clinic models.
- Managed two junior analysts, supporting development of quantitative analysis skills.
- Provided ongoing thought leadership and content creation for the firm by delivering internal presentations and training designers in research and analysis techniques.

TransformativeMed, Independent Consultant – Project Manager and Researcher, Seattle, WA
2013

Provided project management, research, analysis and strategic support for two research efforts connected to the University of Washington and Pacific Northwest partner organizations.

- Conducted interviews with leading users to understand their needs and provide guidance in development of new, more supportive electronic data infrastructures.

- Worked with technology teams to synthesize research findings in order to define, describe, and publish findings in the pursuit of additional grants and pilot programs.
- Coordinated two independent contractors and served as the lead communicator with research sites and principal investigators.

Sg2 Consulting Solutions Group – Senior Analyst, Chicago, IL
2008 – 2010

Provided consulting, research and education services for hospital and health system clients internationally. Content contributions focused on remote care delivery, facility design, and patient experience research.

- Performed market analysis and primary interviews with remote health service delivery industry leaders; this analysis highlighted a need for re-evaluation of a particular client's market entry strategy.
- Conducted productivity and operational analysis; identified \$1.5M in annual savings in a client's emergency department through staffing adjustments and process refinements aimed at reducing length of stay.
- Developed content, provided direction and contributed to managing Sg2's Design Forum, a monthly meeting of Sg2's most forward-thinking clients. Created opportunities for health executives to learn innovation practices from other industries.

Institute of Design, Illinois Institute of Technology – Adjunct Faculty, Chicago, IL
2009 – 2010

Advised graduate thesis teams, assisting in the appropriate application of design and research methodologies. Aided students in the creation and management of research work plans as well as checking deliverable quality to ensure a high level of professionalism for client sponsors. Advocated for students within administration.

Education

Illinois Institute of Technology, Chicago

- Institute of Design, 2008 – Master of Design in Design Planning
- Stuart School of Business, 2008 – Master of Business Administration

Archeworks School of Design, Chicago

- Certification of completion, 2005
- INDEX: AWARD 2007, Finalist IHT Bicycle Helmet Concept (The biggest design award in the world, presented every two years in Copenhagen.)

Washington University, St. Louis

- Olin School of Business, 2002 Bachelor Science Business Administration, Marketing
- School of Architecture, 2002 Special Major in Industrial Design

KAAREN ANDREWS | Principal, Interagency Academy – Recipient of the Ginger Ackerley Award
Kaaren Andrews was the 2007-08 recipient of the Thomas B. Foster award of excellence and outstanding leadership. The award is a reflection of an administrator's commitment and effectiveness in improving student achievement, leadership and team building, as well as finding creative uses for resources. Andrews received the award as the principal of Madrona K-8. Since then, she has been appointed as the principal at Seattle's Interagency Academy, an alternative high school for at-risk teens.

Interagency's mission is to help each student achieve educational, career and social goals, as well as to inspire students to become self-sufficient and positive contributors in the community. The passion Andrews has to help children achieve great heights is a perfect fit for the important role she plays at Interagency.

After this local product from Mariner High School graduated from Princeton, she returned to Washington to teach and to coach. In 1998, she coached the girls basketball team at Seattle Prep, leading the Panthers to the Metro League championship, the Sea-King District title and a sixth-place finish in the Class 3A state tournament. The team ended the season with a 25-5 record, the best in school history at the time. Andrews left the position after one season to pursue her master's degree in education at Stanford. She has made her way to Seattle and is pursuing her career in education and has been making an impact ever since.

K AAREN ANDREWS

EDUCATION

Stanford University

MA, Education

Stanford, California • 1998-2000

Princeton University

BA, History

Princeton, NJ • 1989-1993

EXPERIENCE

Interagency Academy • Principal

Seattle Public Schools

Seattle, WA • 2010 - present

Leads a network of 12 alternative high schools for high need students across Seattle. Serves over 800 students.

Madrona K-8 School • Principal

Seattle Public Schools

Seattle, Washington • 2004-2010

Served as Principal of a K-8 school within Seattle Public Schools.

Catherine Blaine K-8 School • Principal

Seattle Public Schools

Seattle, Washington • 2002-2004

Served as Principal of a K-8 school within Seattle Public Schools.

Aspire Public Schools

San Francisco, CA • 2000-2002

Served as Principal of a high-performing public charter school.

Kimberly L. Mitchell

Kimberly started her career as a fifth grade and middle school science teacher in Los Angeles, CA. After teaching for five years, she became assistant principal at Chief Sealth High School in Seattle, WA and principal at the American School of Athens, Greece where she started the International Baccalaureate Program (PYP) at the elementary level. Kimberly joined EdAdvocates, an education consulting firm, and authorized for International Baccalaureate, later offering workshops around the world and creating a DVD on inquiry-based instruction. She accepted a position at the Bill & Melinda Gates Foundation as a Senior Program Officer leading state-wide investments in Washington, New Mexico, Arizona, Minnesota and Arkansas before joining Teach For All as Director of Partner Engagement in Argentina. Kimberly received her BA in History from Skidmore College and her MA in Administration and Policy Analysis from Stanford University. Kimberly is a Seattle native, a passionate public school supporter and has two children attending Seattle Public Schools.

KIMBERLY L. MITCHELL

EDUCATION

Stanford University

MA, Administration and Policy Analysis and Principal Certification
Stanford, California • 1994-1996

Teach For America

California Multiple-Subject Credential (K-8) and Single-Subject Credential (Social Science K-12)
Cal State, Dominguez Hills
Los Angeles, California • 1991-1993

Skidmore College

BA, History and Philosophy, Cum Laude
Saratoga Springs, New York • 1987-1991

EXPERIENCE

Inquiry Partners • Founder and CEO

Seattle, Washington • 2013 to present

Manage all operations and creative work for a global professional development organization focused on inquiry-based instruction. Developed instructional training around five key inquiry strategies for teachers around the world.

University of Washington • Special Advisor to the Dean at the College of Education

Seattle, Washington • January 2014 to present

Collaborate with the Dean and Associate Deans to develop a strategic business plan for a suite of professional development activities launched by the university, and for assisting with the development and execution of a sustainable funding model.

Teach For All • Director of Partner Engagement, Argentina

Buenos Aires, Argentina • 2011 to 2013

Served as chief advisor to the CEO and senior leadership team for a national non-profit start-up addressing education inequity in Argentina; supported the team in all aspects of programming, including government relations, fundraising, recruitment of high performing teachers, training and support, measurement and data use, alumni leadership, media training, marketing & branding and board management.

Bill & Melinda Gates Foundation • Senior Program Officer

Seattle, Washington • 2007 to 2011

Managed large-scale education grant portfolios and created new education investment strategies as a member of the College Ready State and District Network team in the foundation's home state of Washington; forged new alliances with organizations and leaders from communities of color to promote education reform in Washington; advised state-level

leaders on education advocacy and policy issues in Arizona, New Mexico, Minnesota and Arkansas during the Race to the Top federal grant program; developed and presented investment strategies for district, state and national college-readiness goals.

EdAdvocates • Partner and Consultant

Seattle, Washington • 2001 to 2007

Advised district and school leaders on high school reform initiatives; led evaluation reports for school districts and foundations; presented content literacy workshops for principals and leadership teams; facilitated Gates Foundation-funded small schools conversations and process design with high school staffs; authored national professional development material for TeachFirst; produced Inquiry-based Instruction DVD, delivering workshops for International Baccalaureate schools in North America, Central America, the Middle East and Asia.

College Success Foundation • Special Projects Consultant

Issaquah, Washington • 2002 to 2004

Researched, developed and promoted new scholarship programs for teachers and students of color; launched the Leadership1000 Scholarship Program; produced the Foundation's first promotional video, annual report education and quarterly online magazine.

American Community Schools • Elementary School Principal

Athens, Greece • 1998 to 2001

Led a school of 500 students, their teachers and parents from over 30 countries to maximize their potential year-to-year; initiated and led the successful three-year authorization process for the IB Primary Years Program; developed the school's first Curriculum Map (presented at the Coalition of Essential Schools Fall Forum in 2000); initiated significant change efforts, including a new process for observing and evaluating teachers, curriculum changes with middle and high school staff input and student progress measurements and reporting; established the school's first Student-Led Conferencing at all grade levels.

Chief Sealth High School • Assistant Principal

Seattle, Washington • 1996 to 1998

Worked closely with the principal and leadership team to create a school experience that transformed students' lives and prepared them for college, career and life; developed and coordinated all teacher professional development; handled disciplinary referrals; supervised and coached one-third of teaching staff; organized student participation in over 50 school-to-work opportunities; directed Seattle University researchers in case studies; initiated the DEAR reading program; coordinated the visit of U.S. Vice President Al Gore; revamped the school schedule to maximize learning time.

Hollenbeck Middle School • Principal Intern and Science/Language Arts Teacher

East Los Angeles, California • 1995 to 1996

Taught six classes of students using new inquiry-based techniques, preparing them for success in other middle school classes, high school and beyond; participated in the school's inaugural Critical Friends Group through the National Reform Faculty; presented Middle School Exhibitions at the Coalition of Essential Schools Fall Forum; elected to the School Improvement and Local Leadership Councils; served on the Bilingual Advisory Council and Title I Advisory Board; initiated schedule changes and successful parent and community involvement efforts.

Marguerite Kondracke Bio

During her forty-year career, Marguerite Kondracke has been both an entrepreneur and a public servant. She has held leadership positions in the public, private, and non-profit sectors.

In 2012, Kondracke retired as President and CEO of America's Promise Alliance, founded by Gen. Colin Powell to make our children more of a national priority. She built the alliance to more than 400 national partner organizations and led a ten-year campaign, Grad Nation, to end the high-school dropout crisis.

Before joining America's Promise, Kondracke served as Special Assistant to U.S. Senator Lamar Alexander and as Staff Director of the Senate Subcommittee for Children and Families. Previously, she co-founded and was CEO of Bright Horizons Family Solutions, today a \$3 billion public company, the nation's largest provider of workplace child care and one of Fortune's "100 Best Companies to Work For." Earlier, Kondracke served in the cabinet of then Tennessee Governor Lamar Alexander as Commissioner of Human Services.

Reflecting her multi-sector leadership, Marguerite Kondracke was named one of the "Top 50 People of Power and Influence" by the Non-Profit Times. She was named by President Obama to the board of the Corporation for National and Community Service. While CEO, Bright Horizons was named to the Inc.500 list of fastest-growing companies. She was Ernst & Young Entrepreneur of the Year and also was the first woman to be named chair of the Nashville Area Chamber of Commerce. In 2013, she was awarded the Lifetime Achievement Award at the Education Innovators Summit.

Today, Kondracke serves as an advisor to other entrepreneurial organizations seeking to make a difference for children and families. She is on the boards of three public and four private companies and is a trustee of Duke University. She and her husband, award-winning journalist Morton Kondracke, divide their time between Bainbridge Island, Washington, and Washington, DC. They enjoy golf, travel, and spending time with their children and grandchildren.

MARGUERITE W. KONDRACKE

EDUCATION

Austin Peay State University
Master of Arts in Psychology
Clarksville, TN

Duke University
Bachelor of Arts in Religion
Durham, NC

EXPERIENCE

Senior Advisor

Bainbridge Island, WA

Serves as an advisor to entrepreneurial organizations seeking to make a difference for children and families (includes serving on the boards of three public and four private companies and being a trustee of Duke University)

America's Promise Alliance • President and Chief Executive Officer

Washington, DC

Built the alliance, founded by General Colin Powell, to more than 400 national partner organizations and led a 10-year campaign, Grad Nation, to end the high-school dropout crisis

United States Senator Lamar Alexander - Special Assistant

State of Tennessee

Former Staff Director of the Senate Subcommittee for Children and Families

Bright Horizons Family Solutions • Co-Founder and Chief Executive Officer

State of Tennessee

Built a \$3BN public company, considered the nation's largest provider of workplace child care, one of Fortune's "100 Best Companies to Work For"

Former Governor Lamar Alexander • Commissioner of Human Services

State of Tennessee

ADDITIONAL INFORMATION

- Awarded Lifetime Achievement Award at the Education Innovators Summit
- Named "Top 50 People of Power and Influence" by Non-Profit Times
- Appointed by President Obama to Board of Corporation for National and Community Service
- Selected as Ernst & Young Entrepreneur of the Year
- Former Chair of the Nashville Area Chamber of Commerce

Charter School Board Member Information

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (WSCSC) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Green Dot Public Schools Washington
2. Full name Andrew M. Buhayar
Home Address [REDACTED]
Business Name and Address [REDACTED]
Phone Number [REDACTED]
E-mail address [REDACTED]
3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
 Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes
5. Why do you wish to serve on the board of the proposed charter school?

To ensure that initiative 1240 and the communities that it impacts are provided the best possible charter school opportunities. Green Dot's success in California does not guarantee success in Washington, but with careful planning and strong dialogue with the community

I believe the gains they have shown in public education elsewhere may be realized in the communities here.

6. What is your understanding of the appropriate role of a public charter school board member?

To act as an honest and candid advisor to the school board and community in which I serve.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have no prior board experience. From my consulting work I have supported many of the communities north and south of Seattle, some of which Green Dot is targeting. My planning efforts for hospitals and health systems have often involved hospital boards and community districts ultimately in the service of the communities in which they sit.

8. Describe the specific knowledge and experience that you would bring to the board.

Planning and analytic capabilities from multiple years advising health system clients.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Green Dot aims to serve the highest need students in Tacoma so that all students are equipped to be successful in college, leadership and life. Their model of high care, high structure and high expectations will prepare students to achieve this aim.

2. What is your understanding of the school's proposed educational program?

The educational program focuses on preparing middle school students to be high-school ready and high school students to be college-ready. The model focuses heavily on core subject proficiency, with extensive interventions in English and Math. Green Dot focuses on training and developing teachers and leaders in order to be highly effective in implementing this model.

3. What do you believe to be the characteristics of a successful school?

One that serves both the immediate and broader needs of the community by preparing a new generation of children for the challenges they will face globally. In addition, a successful school is one where students, teachers and administrators feel both challenged and supported. Teachers and leaders will be highly effective; students will demonstrate academic growth; the school will be safe; parents and community members will be involved and a college-going culture will permeate the school. Lastly, the school will be financially managed so that it's on the path to sustainability.

4. How will you know that the school is succeeding (or not) in its mission?

If by 2016 it succeeds in opening one grades 6-12 school and over a reasonable timeframe shows measured progress against educational performance criteria and based on stakeholder survey data. Further, that it gain the respect of the community for what it achieves.

Governance

1. Describe the role that the board will play in the school's operation.

Advise and guide strategic decisions in support of both the application and potential implementation of a charter should it be awarded

2. How will you know if the school is successful at the end of the first year of operation?

If it has improved on its relationship with the community, maintained a healthy balance sheet in line with budget estimates, students demonstrated academic growth within the school year, students, parents and staff indicated satisfaction with the school in stakeholder surveys, and the school has started to build a safe and healthy school culture. Lastly, we would work with the Executive Director to understand how the administrators and teachers are performing on their multiple-measure evaluation systems and where they are on the path to becoming highly effective teachers and leaders.

3. How will you know at the end of four years of the school is successful?

If it has graduated its first class of students with educational performance measures ahead of where the community is currently operating, that it has maintained and improved on both its financial health as well as fundraising efforts, and that the community embraces the school and its teachers in full.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Review Green Dot's applications, visit Green Dot schools in California, review and track Green Dot's proposed financial and funding planning, review hiring planning, and participate in community outreach activities.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would work with Green Dot to raise awareness of the questionable practices and look for appropriate opportunities to bring in other board members to capably support the interests of all stakeholders.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

My spouse worked with other members of the board while they were employed at the Bill and Melinda Gates Foundation.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes

3. Indicate
whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

4. Indicate
if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes

6. If the
school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the
school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

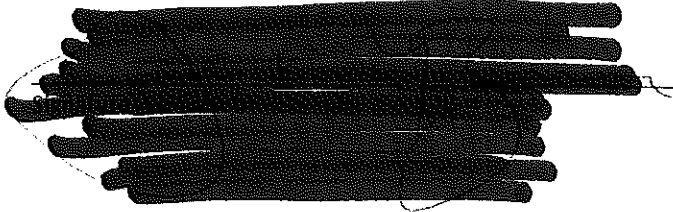
Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

Certification

I, Andrew M. Buttray, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Green Dot Charter School is true and correct in every respect.



6/16/2014
Date

Charter School Board Member Information

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (WSCSC) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Green Dot Public Schools Washington
2. Full name Kaaren Andrews
Home Address [REDACTED]
[REDACTED]
Business Name and Address [REDACTED]
Phone Number [REDACTED]
E-mail address [REDACTED]
3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
 Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes
5. Why do you wish to serve on the board of the proposed charter school?

I believe in the mission of Green Dot, and I see a need for schools like this in this region.

6. What is your understanding of the appropriate role of a public charter school board member?

My role is to support the development of the school, hold school officials accountable for the charter they developed, and provide oversight as needed.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on several boards in the past, however my most relevant experience is that of running an alternative school in Seattle serving the most vulnerable high school youth. It is through this experience that I see the tremendous need for a broader spectrum of options for the youth in our region.

8. Describe the specific knowledge and experience that you would bring to the board.

I am a school principal who has served both in the California charter school world as well as the traditional public school context. This experience gives me a broad perspective of what is needed for the most impacted students and the understanding of what each system can offer.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Green Dot is committed to serving a diverse, high poverty population of middle and high school students. They believe that all students can achieve their full potential, including access to college for all.

2. What is your understanding of the school's proposed educational program?

Green Dot will use a wide array of strategies that meet students at their current level of performance and target instruction from that point.

3. What do you believe to be the characteristics of a successful school?

I believe Green Dot has identified the critical qualities of a successful school -- quality teaching and instruction, a schedule that meets the needs of students, data driven decision making, and a college going culture.

4. How will you know that the school is succeeding (or not) in its mission?

I believe that it's critical to measure what we value. The Green Dot charter includes measurable data points that will allow the board to see whether the school is succeeding in

its mission.

Governance

1. Describe the role that the board will play in the school's operation.

The Board has broader responsibilities; including setting the strategic direction of Green Dot Washington and creating organization-wide policies, but it will also be involved in the school's operation. The Board will monitor the school's academic and operational performance; consult with the school in its areas of expertise; help in fundraising and maintaining financial sustainability; and oversee personnel actions. Board members will act as ambassadors for Green Dot among community leaders, funders, and opinion leaders.

2. How will you know if the school is successful at the end of the first year of operation?

After the first year, a successful school will demonstrate a class-going culture, with improved enrollment, attendance, retention, and safety. All students should be enrolled in a college-track curriculum. Parents and community members will be engaged as partners in ensuring the success of the school. The school should serve the highest-need students within the community.

3. How will you know at the end of four years of the school is successful?

Success after four years will be demonstrated by growth in proficiency and graduation rates, growth and development of teachers, high satisfaction in student and parent surveys, and a pervasive college-going culture.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The Board will likely need to monitor the school's academic results, enrollment numbers, budgets, and teacher recruitment efforts. The Board will also take a role in fundraising efforts and major policy or personnel decisions.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If I believed a member of the Board were acting unethically or not in the best interest of the school, I would relay my concerns to the Board Chair, who would commission an investigation.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

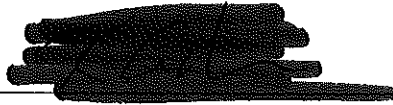
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

Certification

I, _____Kaaren Andrews_____, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for _____Green Dot Public__ Charter Schools is true and correct in every respect.

Signature



_____6/18/14_____

Date

Charter School Board Member Information

**To be completed individually by each proposed charter school board member.
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (WSCSC) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

- 1. Name of charter school on whose Board of Directors you intend to serve _____
- 2. Full name Marguerite W. Kondracke
 Home Address [REDACTED]
 Business Name and Address [REDACTED]
 Phone Number [REDACTED]
 E-mail address [REDACTED]
- 3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
 Resume and professional bio are attached.
- 4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes
- 5. Why do you wish to serve on the board of the proposed charter school?

I would like to support the new charter school movement in Washington State and also seek to help strengthen all public schools. I have long admired the work of Green Dot in Los Angeles.

6. What is your understanding of the appropriate role of a public charter school board member?

To provide guidance, support, and also ensure accountability and integrity.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on several for-profit and not-for-profit boards, most for enterprises involved in education. As CEO of America's Promise Alliance I led the nationwide Grad Nation Campaign to achieve a national graduation rate of 90% by 2020.

8. Describe the specific knowledge and experience that you would bring to the board.

Knowledge of K-12 education – policy, challenges, opportunities; 40 years of business leadership experience, including creating a start-up company

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Belief in the potential for every child to succeed regardless of circumstances

2. What is your understanding of the school's proposed educational program?

Focus on college and career prep; rigor, belief in every student, appropriate discipline while being supportive

3. What do you believe to be the characteristics of a successful school?

Effective teaching, good culture, parent engagement, successful and inspired students

4. How will you know that the school is succeeding (or not) in its mission?

Students experience the joy of learning; graduation rates well above state average

Governance

1. Describe the role that the board will play in the school's operation.

Oversight, guidance, support

2. How will you know if the school is successful at the end of the first year of operation?

All stakeholder groups are pleased with progress

3. How will you know at the end of four years of the school is successful?

Above average graduation rate, student engagement, teacher satisfaction, community support

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Active engagement with school and community leadership

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Speak candidly to school leadership and other board members; expect change in behavior or seek removal

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

provide a detailed description.
N/A. I/we have no such interest. Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I/we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

Certification

I, Marguerite W. Kondracke, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Green Dot Public Charter Schools is true and correct in every respect.

6/16/14
Signature

6/16/14
Date

|2|School Name|

Charter School Board Member Information

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (WSCSC) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Green Dot Public Schools Washington
2. Full name Kimberly Lasher Mitchell
Home Address [REDACTED]
Business Name and Address [REDACTED]
Phone Number [REDACTED]
E-mail address [REDACTED]
3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
 Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes
5. Why do you wish to serve on the board of the proposed charter school?

To help Green Dot successfully establish a school in the Pacific NW and offer the students, their families and the community here something different and better than what they currently experience.

6. What is your understanding of the appropriate role of a public charter school board member?

To offer Insights about the local community environment, access to people and resources and general thought-partnership as Green Dot establishes itself in a new state.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

This is my first Charter board experience. I've served on numerous education-related boards over the last 20 years and am currently Board Chair for the International Baccalaureate Organization's Americas region and Board Treasurer at Teachers United (WA). For the last two years I worked with Teach For All, helping to establish and manage a new Board for a national education non-profit in Argentina.

8. Describe the specific knowledge and experience that you would bring to the board.

While at the Bill & Melinda Gates Foundation, I worked with several state education departments and partners on Race to the Top and Common Core Initiatives (WA, NM, AZ, MN and AR). I'm also a former classroom teacher, high school vice principal and elementary principal. I can speak at the 30k level – and get into the weeds with great instruction.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To transform public education in Los Angeles – and beyond. Preparing all students for college, leadership and life and empowering parents to advocate for excellent schools for their children.

2. What is your understanding of the school's proposed educational program?

Powerful school turnaround model that includes: strong, empowered leaders, great teachers, safe & supportive environments, targeted interventions, efficient use of resources and high expectations for all.

3. What do you believe to be the characteristics of a successful school?

Exactly what is stated above: great leaders and teachers, safe and supportive school culture, high expectations for students and staff, rigorous and relevant college-prep work, cost-effectiveness, community support and involvement.

4. How will you know that the school is succeeding (or not) in its mission?

Excellent student results (attendance, graduation, college acceptance and persistence, student surveys), strong community/staff support (surveys/media reviews), and organizational stability (financial reports and staff retention/satisfaction)

Governance

1. Describe the role that the board will play in the school's operation.

Oversight, thought-partnership, championing.

2. How will you know if the school is successful at the end of the first year of operation?

Student results on multiple measures; community/parent surveys and media; teacher surveys and retention rates or net promotion score and interest high in joining/staying with Green Dot; strong operations/budget

3. How will you know at the end of four years of the school is successful?

Everything listed above trending up, plus data on middle school promotion, high school graduation and college acceptance rates.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Recruiting talent; identifying financial support and building sites; raising additional funds; communicating results

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Non-profit board membership requires responsibility and accountability. I would review the code of ethics and immediately raise the issue with the board chair. If the chair is implicated, I would discuss with the next officer and follow up on the resolution of the issue.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
- I / we do not know any such persons. Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
- I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- Not applicable because the school does not intend to contact with an education service provider or school management organization.
- I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
- N/A. I / we have no such interest. Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
- N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

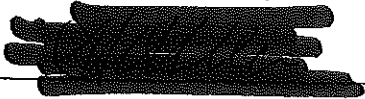
Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
 None. Yes

Certification

I, Kimberly L. Mitchell, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Green Dot Public Charter Schools is true and correct in every respect.

Signature



Date

6/18/14

Attachment #16 – Green Dot Washington State Board of Directors’ Proposed Code of Ethics and Conflict of Interest Policy

Green Dot Public Schools Washington State has adopted the following Code of Ethics and Conflict of Interest Policies.

Green Dot Public Schools Washington State
CODE OF ETHICS
FOR SCHOOL DIRECTORS, OFFICERS, AND EMPLOYEES

The Board of Directors recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school Board of Directors and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. Therefore, every officer and employee of the school, whether paid or unpaid, including the Board of Directors, shall adhere to the following code of conduct:

1. **Gifts:** An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. **Confidential information:** An office or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. **Representation before the Board:** An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

4. **Representation before the Board for a contingent fee:** An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. **Disclosure of interest in matters before the Board:** A member of the Board of Directors and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term "interest" means a pecuniary or material benefit accruing to an officer or employee.

6. **Investments in conflict with official duties:** An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. **Private employment:** An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. **Future employment:** An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Executive Director shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office of employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

CONFLICTS OF INTEREST POLICY

GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE

Article I Purpose

The purpose of the conflict of interest policy is to protect Green Dot Public Schools Washington State's ("GDPSWA") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the GDPSWA or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person. If a person is an interested person with respect to any entity in which the organization is a part, he or she is an interested person with respect to all entities.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a.** An ownership or investment interest in any entity with which the GDPSWA has a transaction or arrangement,
- b.** A compensation arrangement with the GDPSWA or with any entity or individual with which the GDPSWA has a transaction or arrangement, or
- c.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the GDPSWA is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b.** The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c.** After exercising due diligence, the governing board or committee shall determine whether GDPSWA can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d.** If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in GDPSWA's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a.** If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b.** If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee

determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from GDPSWA for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from GDPSWA for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from GDPSWA, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and

- d. Understands that GDPSWA is non-profit and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII Periodic Reviews

To ensure that GDPSWA operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to GDPSWA's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, GDPSWA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Attachment #17 – Green Dot Washington State Education Service Provider Term Sheet

Not Applicable. Green Dot Washington State will not be contracting with an Education Service Provider.

Attachment #18 – Green Dot Seattle Staffing Chart

Staffing Chart Form

Use the appropriate table below to outline your staffing plan for the school. Adjust or add functions and titles and add or delete rows as needed.

Elementary School Staffing Model and Rollout

	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Principal						
Assistant Principal						
Counselors						
After School / Athletics Director						
TBD						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Elective)						
Classroom Teachers (SPED and ELL)						
Psychologists						
Campus Aides						
Security						
TBD						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						

Middle and High School Staffing Model and Rollout

	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Director of MS Programs	1	1	1	1	1	1
Assistant Director of MS Programs	1	1	2	2	2	2
Director of HS Programs	0.75	1	1	1	1	1
Assistant Director of HS Programs	--	1	2	2	2	2
Counselors	1.25	2	4	4	4	4
After School / Athletics Director	0.5	1	1	1	1	1
Classroom Teachers (Core Subjects)	10	23	35	41	47	47
Classroom Teachers (Elective)	1	3	4	5	6	6
Classroom Teachers (SPED and ELL)	1	5	8	9	9	9
Psychologists	0.75	1	1	1	1	1
Campus Aides	1	2	2	2	2	2
Teacher Aides and Assistants	2	5	7	8	8	8
School Operations Support Staff	2.75	6	6	6	6	6
Total FTEs	23	52	74	83	90	90

Attachment #19 – Green Dot Washington State Leadership Evaluation Tools

Principal Evaluation

Leadership Evaluation System Measures

Green Dot's School Leader Framework was recently refined by the School Leader Focus Group. These recommendations are the basis for the administrator evaluation system in Washington State.

The primary components of the school leader evaluation will be the Leadership Effectiveness Competencies and Stakeholder Feedback.

Over time, Green Dot will look to use the Hot Schools Dashboard in Administrator Evaluation – which will incorporate measures of student achievement.

Education Leadership Standards and Supporting Rubrics Overview

The Green Dot School Leader Effectiveness Rubric is a single part of the multiple measures which comprise Green Dot's professional growth and evaluation system. It is designed to support student achievement and professional best-practice through the domains of *Instructional Leadership, Resource Management, and School Culture*

The school leader rubric aligns with the Interstate Leadership Licensure Consortium (ISLLC) Standards. The rubric provides opportunities for continuous improvement and individual goals that target student achievement, school improvement, and professional growth.

Performances will be measured based on each domain and related standards at one of four levels: *Highly Effective, Effective, Emerging, Entry*.

Stakeholder Feedback

Both certificated and classified staff will be surveyed on a variety of indicators to assess the effectiveness of school leaders. Prompts will reflect *Instructional Leadership, Resource Management* and *School Culture* with questions such as “My administrator creates a shared vision of college-readiness.”

Green Dot Washington State

The Executive Director of Green Dot Washington State will finalize the proposed evaluation of Principals and Assistant Principals in conjunction with the Chief Growth Officer. This process will be shared with the Washington State Board of Directors once finalized.

SNAPSHOT OF DOMAINS AND STANDARDS

Domain	Standards	
Instructional Leadership	IL 1.1	Effectively Coaches Teachers To Improve Instruction
	IL 1.2	Creates and Implements Professional Development Which Leads To Improved Teacher and Student Performance
	IL 1.3	Builds a Collaborative and Well-Functioning Team
Resource Management	RM 3.1	Manages Resources Effectively
School Culture	SC 3.1	Creates a College for Certain Culture
	SC 3.2	Fosters a Safe School Environment
	SC 3.3	Creates a Culture of Reflective Practice
	SC 3.4	Engages Staff in Creating a Positive School Culture
	SC 3.5	Engages Parents in Creating a Positive School Culture
	SC 3.6	Engages Students in Creating a Positive School Culture

Degree of Consistency

Competency level is related to a school leader's degree of consistency in demonstrating excellent performance. Do they demonstrate effective performance every time? Few people are perfect 100% of the time, but "effective" is defined as meeting the standard consistently, with no more than 1-2 exceptions. Throughout the SLE, the four words to describe degree of consistency are defined as follows:

Term	Definition
Highly Effective	All indicators of level "3" and "4" practice are evident and implemented with quality with 1-2 exceptions. In addition, a level "4" practice indicates the school leader has developed the leadership capacity of teachers and counselors.
Effective	All indicators of level "3" practice are evident. Each indicator is implemented with quality with 1-2 exceptions.
Emerging	More than 1-2 indicators of a level "3" practice are missing.
Entry	All indicators of a level "3" practice are missing.

DOMAIN 1: INSTRUCTIONAL LEADERSHIP
STANDARD 1:
EFFECTIVELY COACHES TEACHERS TO IMPROVE INSTRUCTION

Level 1: Entry	Level 2: Emerging	Level 3: Effective	Level 4: Highly Effective	Evidence
<p>School Leader demonstrates entry level practice at coaching teachers to improve instruction if:</p> <p>All components of level “3” practice are missing.</p>	<p>School Leader demonstrates emerging level practice at coaching teachers to improve instruction if:</p> <p>More than 1-2 indicators of a level 3 practice are missing.</p>	<p>School Leader demonstrates effective level practice at coaching teachers to improve instruction when:</p> <p>All components of level “3” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> • Providing timely feedback following each informal observation which includes acknowledgement of strengths, an area of targeted improvement, side by side coaching , and clear next steps. • Providing multiple strategies for teachers to reflect on their teaching practices (video observation, peer observation, modeling, etc.), raising their capacity to self-monitor. • Exceeding the contractual minimum number of informal observations with debriefs. • Training teachers to analyze classroom data to inform their practice 	<p>School Leader demonstrates highly effective level practice at coaching teachers to improve instruction when:</p> <p>All components of level “3” and “4” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> • Ensuring that teacher-leaders conduct routine peer observations to collect data that drives professional development and reflection on instructional best practices. • Ensuring that the GDPS Champion Teaching Strategies are implemented proficiently in all classrooms. 	<ul style="list-style-type: none"> • Observations reflect the school administration using videotape recordings of classroom practice in informal observation debriefs and professional development. (Obs) • Tableau informal observation and debrief data reflects administrative team is exceeding the contractual minimum. (Tab) • Observations reflect the school administration conducting professional development in which teachers are trained to review classroom data in order to inform their practice. (Obs) <p style="text-align: center;"><u>Level “4”</u></p> <ul style="list-style-type: none"> • Classroom walk-through observations with teacher-leaders are conducted on a consistent basis and data is used for the purpose of coaching and/or to inform the ILT on ways to improve teacher practice through professional development and individual teacher coaching.(Obs)

DOMAIN 1: INSTRUCTIONAL LEADERSHIP

STANDARD 2:

CREATES AND IMPLEMENTS PROFESSIONAL DEVELOPMENT WHICH LEADS TO IMPROVED TEACHER AND STUDENT PERFORMANCE

Level 1: Entry	Level 2: Emerging	Level 3: Effective	Level 4: Highly Effective	Evidence
<p>School Leader demonstrates <u>entry level practice</u> at creating and implementing professional development which leads to improved teacher and student performance if:</p> <p>All components of level “3” practice are missing.</p>	<p>School Leader demonstrates <u>emerging level practice</u> at creating and Implementing professional development which leads to improved teacher and student performance if:</p> <p>More than 1-2 indicators of a level 3 practice are missing.</p>	<p>School Leader demonstrates <u>effective level practice</u> at creating and Implementing professional development which leads to improved teacher and student performance when:</p> <p>All components of level “3” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> Using instructional leaders or instructional leadership teams, create and deliver data-driven professional development that is aligned to the GDPS professional development rubric and school-wide strategic plans. Providing individual and groups of teachers with training and support to develop and implement lesson plans and assessments that prepare students for the rigor of the Common Core Standards for Career and College Readiness. 	<p>School Leader demonstrates <u>highly effective level practice</u> at creating and Implementing professional development which leads to improved teacher and student performance when :</p> <p>All components of level “3” and “4” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> Level “3” practices are promoted and led by instructional leaders with appropriate oversight of school administration . Creating inquiry and/or lesson for study groups to promote authentic, self-directed and monitored professional development for faculty . Ensuring professional developments routinely meet or exceed the standard for professional development in GDPS. 	<ul style="list-style-type: none"> School-wide strategic plan drives professional development. (BB) Scored PD rubric by Ed Team, CD/S and/or school staff. (BB) Throughout the year, the school leader conducts professional development that is focused on training teachers to design and deliver lesson plans and assessments that are engaging and rigorous. (Coaching notes in BB) <p align="center"><u>Level “4”</u></p> <ul style="list-style-type: none"> Observations reflect a culture whereby teachers are consistently conducting lesson for study groups to self –monitor PD for faculty. (Obs and BB)

DOMAIN 1: INSTRUCTIONAL LEADERSHIP
STANDARD 3
BUILDS A COLLABORATIVE AND WELL-FUNCTIONING TEAM

Level 1: Entry	Level 2: Emerging	Level 3: Effective	Level 4: Highly Effective	Evidence
<p>School Leader demonstrates <u>entry level practice</u> at building a collaborative and a well-functioning team when:</p> <p>All components of level 3 practice are missing.</p>	<p>School Leader demonstrates <u>emerging level practice</u> at building a collaborative and a well-functioning team when:</p> <p>More than 1-2 indicators of a level 3 practice are missing.</p>	<p>School Leader demonstrates <u>effective level practice</u> at building a collaborative and well-functioning team when:</p> <p>All components of level 3 practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> ▪ Developing the capacity of instructional leaders to lead effective meetings and provide instructional feedback and coaching to their peers. ▪ Providing instructional leaders with the opportunity to observe classrooms, norm evidence, and calibrate ratings on the College Ready Teaching Framework (CRTF). ▪ Training instructional leaders to analyze pertinent teacher effectiveness data to develop plans for site-based professional development. 	<p>School Leader demonstrates <u>highly effective level practice</u> at building a collaborative and well-functioning team when :</p> <p>All components of level “3” and “4” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> • Instructional leaders demonstrate a responsibility to train other teachers to perform their daily duties and/ or other leadership roles. • Ensuring that instructional leaders provide members of their team with opportunities to norm evidence and calibrate ratings on the CRTF. • Ensuring that instructional leaders facilitate regular data analysis meetings with their teams to determine instructional next steps and intervention plans for students not meeting the standards. • Ensuring that instructional leaders lead and facilitate professional development. 	<ul style="list-style-type: none"> • Observations reflect the School Leader provides instructional leaders the opportunity to observe, reflect and calibrate the CRTF. (Obs.) <p style="text-align: center;"><u>Level “4”</u></p> <ul style="list-style-type: none"> • Observations reflect the School Leader has developed a structure and set aside time for instructional leaders to mentor and support their peers (e.g. a school leader may provide one day per quarter for teacher leaders to observe, provide feedback and co- plan with their peers). (Obs.) • Observations reflect the School Leader has set aside time for instructional leaders to meet with their grade level or department to review and refine a department strategic plan, review student achievement data, resolve issues within a department or grade level through the use of structured protocols (e.g. SST, consultancy or student analysis protocol). (Obs.)

**DOMAIN 2: RESOURCE MANAGEMENT
STANDARD 1:
MANAGES RESOURCES EFFECTIVELY**

Level 1: Entry	Level 2: Emerging	Level 3: Effective	Level 4: Highly Effective	Evidence
<p>School Leader demonstrates <u>entry level practice</u> at managing resources when:</p> <p>All components of level “3” practice are missing.</p>	<p>School Leader demonstrates <u>emerging level practice</u> at managing resources when:</p> <p>More than 1-2 indicators of a level 3 practice are missing.</p>	<p>School leader demonstrates <u>effective level practice</u> at managing resources when:</p> <p>All components of level “3” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> ▪ Implementing a plan for student recruitment and retention to meet enrollment goals. ▪ Identifying strategies to ensure that the school meets ADA goals. ▪ Ensuring budget goals are maintained in order to prioritize school resources that are aligned with the school’s vision and strategic plan. ▪ Creating structures for the Office Manager to supervise, delegate, and train office personnel. ▪ Leveraging the expertise of Home Office support to ensure fidelity and implementation of best practices and programs (e.g. Curriculum Specialists, Clinical Services, Human Capital, Legal Counsel). 	<p>School Leader demonstrates <u>highly effective level practice</u> at managing resources when:</p> <p>All components of level “3” and “4” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> • Level “3” practices are promoted and led by stakeholders with appropriate oversight of school administrators. • School Leaders are leveraging the expertise of community partners to provide extra resources for parents and students. • ADA exceeds the targeted goal. • Student recruitment and retention exceeds enrollment goal. • Office Manager designs and conducts professional development for the office staff. 	<ul style="list-style-type: none"> • The school meets ADA and enrollment goals. (DB) • Observations reflect an office staff that is well-functioning and collaborative based on the principal or assistant principal coaching the office manager to develop structures and build in time for school site professional development with the office staff. (Obs.) • Home Office feedback reflects school administrators are optimizing the GDPS supports and best practices / programs (DB) <p style="text-align: center;"><u>Level “4”</u></p> <ul style="list-style-type: none"> • Observations reflect the School Leader has created opportunities for community partners to provide additional resources to the school which reflects a budget savings. (Obs) • Data reflects ADA and student enrollment exceed targeted goal. (DB) • Observations reflect the OM independently designs and conducts professional development for the office staff. (Obs)

CREATES A COLLEGE FOR CERTAIN CULTURE

Level 1: Entry	Level 2: Emerging	Level 3 :Effective	Level 4: Highly Effective	Evidence
<p>School Leader demonstrates <u>entry level practice</u> at building a CFC culture when:</p> <p>All components of level “3” practice are missing.</p>	<p>School Leader demonstrates <u>emerging level practice</u> at building a CFC culture when:</p> <p>More than 1-2 indicators of a level 3 practice are missing.</p>	<p>School Leader demonstrates <u>effective level practice</u> at building a CFC culture when:</p> <p>All components of level “3” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> • Collaborating with stakeholders to implement a succinct, results-oriented GDPS college-ready vision statement that is known by all. • Using data to drive decisions around master schedule. • Implementing with fidelity the GDPS recommended curricular pathways and placement in order to support all students toward “CFC.” • Holding counselors and teachers accountable to plan with students and monitor academic progress towards college-readiness. • Physical environment of campus promotes college awareness. 	<p>School Leader demonstrates <u>highly effective level practice</u> at building a CFC culture when:</p> <p>All components of level “3” and “4” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> • Establishing a reputation in the community and with universities to produce college-ready graduates. • Exceeding the school’s yearly Green Dot Gold Standard target for percentage of students accepted into a 4-year college or university and EAP exemption rates (high school only). • Exceeding the school’s yearly Green Dot Gold Standard targets for CST proficiency on ELA and Math standardized assessments (middle school only). • Ensuring that CFC for all students exists in the school and is promoted by stakeholders (especially teachers, parents and students). • Establishing systems and protocols that allow stakeholders to lead college- ready initiatives with appropriate oversight of school administration. 	<ul style="list-style-type: none"> • GDPS vision statement of college-readiness is posted throughout the school and can be easily articulated by all.(Obs) • Analysis of the school’s master schedule reflects the GDPS recommended curricular pathways. (DB) <p style="text-align: center;"><u>Level “4”</u></p> <ul style="list-style-type: none"> • Analysis reflects the school exceeding the GDPS Gold Standard target for the percent of students accepted to a 4-year college. (DB) • Upper-class students lead orientations for incoming students during summer bridge. (Obs.) • More than 90% of students believe the school is preparing them for college, leadership and life. (DB) • More than 90% of parents believe the school is preparing their child for college leadership and life. (DB)

**DOMAIN 3: SCHOOL CULTURE
STANDARD 2:
FOSTERS A SAFE SCHOOL ENVIRONMENT**

Level 1: Entry	Level 2: Emerging	Level 3 – Effective	Level 4 – Highly Effective	Evidence
<p>School Leader demonstrates entry level practice at fostering a safe school environment when:</p> <p>All components of level “3” practice are missing.</p>	<p>School Leader demonstrate s emerging level practice at fostering a safe school environment when:</p> <p>More than 1-2 indicators of a level 3 practice are missing.</p>	<p>School Leader demonstrates effective level practice at fostering a safe school environment when:</p> <p>All components of level “3” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> • Implementing a clear, progressive, consistent, and fair student code of conduct that aligns to the Green Dot model. • Offering positive reinforcement and appropriate consequences for misconduct. • Systematically reviewing data with instructional leadership teams to identify strengths and weaknesses to implement appropriate interventions and establish action plans for improvement. • Implementing and monitoring necessary social and emotional supports for student needs. 	<p>School Leader demonstrates highly effective level practice at fostering a positive school environment when:</p> <p>All components of level “3” and “4” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> • Level “3” practices are promoted and led by stakeholders with appropriate oversight from school administrators. • Collaborating with community partners to effectively foster a safe school environment. 	<ul style="list-style-type: none"> • School suspensions meet target. (DB) • Teachers use consistent routines, procedures, and progressive discipline. (Obs) • Stakeholder survey data in response to statements about school culture. (DB) • Facilitation of DRB and DRP process including exemplary documentation of investigations. (Obs) <p style="text-align: center;"><u>Level “4”</u></p> <ul style="list-style-type: none"> • PD is led by Safe and Civil Team which reflects response to data. (BB and Obs) • Implementation of alternatives to suspension as needed.

DOMAIN 3: SCHOOL CULTURE
STANDARD 3:
CREATES A CULTURE OF REFLECTIVE PRACTICE

Level 1: Entry	Level 2: Emerging	Level 3 – Effective	Level 4 – Highly Effective	Evidence
<p>School Leader demonstrates entry level practice at creating a culture of reflective practice when:</p> <p>All components of level “3” practice are missing.</p>	<p>School Leader demonstrates emerging level practice at creating a culture of reflective practice when:</p> <p>More than 1-2 indicators of a level 3 practice are missing.</p>	<p>School Leader demonstrates effective level practice at creating a culture of reflective practice when:</p> <p>All components of level “3” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> • Reflecting on stakeholder feedback and personal performance with the intent to continuously design and improve a SMART goal, strategic plan and leadership skills. • Providing staff the opportunity and training necessary to reflect on their professional growth. 	<p>School Leader demonstrates highly effective level practice at building a culture of reflective practice when:</p> <p>All components of level “3” and “4” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> • Receptive to feedback and implements new ways to make school and personal improvement. • Exemplifying shared values of the school and organization and seeking opportunities to participate in GDPS’ shared values, mission and vision. • Provide students and parents opportunity to reflect on their contribution toward fulfilling the school’s mission. • Provide differentiated opportunities for individuals who may struggle to be reflective. 	<ul style="list-style-type: none"> • PD addressing stakeholder feedback (BB) • Coaching Notes (BB) <p style="text-align: center;"><u>Level “4”</u></p> <ul style="list-style-type: none"> • 90% of Scores in the CRTF 4.1A and 4.1B reflect teachers are Effective and /or Highly Effective (Tableau)

DOMAIN 3: SCHOOL CULTURE
STANDARD 4:
ENGAGING STAFF TO CREATE A POSITIVE SCHOOL CULTURE

Level 1: Entry	Level 2: Emerging	Level 3: Effective	Level 4: Highly Effective	Evidence
<p>School Leader demonstrates entry level practice engaging staff to create a positive school culture when:</p> <p>All components of level “3” practice are missing.</p>	<p>School Leader demonstrate s emerging level practice at engaging staff to create a positive school culture when:</p> <p>More than 1-2 indicators of a level 3 practice are missing.</p>	<p>School Leader demonstrates effective level practice at engaging staff to create a positive school culture when:</p> <p>All components of level “3” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> • Retaining highly effective teachers AND/OR by developing them into school or organizational leaders (e.g. PDLs, Data Fellows, AIRs, etc.). • Identifying, developing, retaining and supporting staff in alignment with high expectations for performance. • Clearly communicating expected professional standards and norms that support school mission. • Providing staff with appropriate professional development, training and supports to ensure adherence to regulations, policies and protocols. • Implements fair and consistent systems to hold employees accountable for professional standards by intervening to mediate and/or have courageous conversations with stakeholders through a variety of conflict resolution strategies. 	<p>School Leader demonstrates highly effective level practice at engaging staff to create a positive school culture when:</p> <p>All components of level “3” and “4” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> • Establishing a culture whereby all stakeholders hold each other accountable for maintaining professional conduct and implementation of GDPS policies and protocols. • Recognizing and rewarding individual and group behaviors through public and private acknowledgement. 	<ul style="list-style-type: none"> • Staff retention rates (DB) • Staff participating in GDPS leadership role (DB) • School Leaders are using multiple measures (pie chart) to select highly effective teachers for the leadership team. (Obs) • Teachers address concerns with school site leadership before escalation to GDPS. (Obs) <p style="text-align: center;"><u>Level “4”</u></p> <ul style="list-style-type: none"> • There is structure and time set aside for regular teacher acknowledgement.(Obs) • Monthly <i>Dotties</i> nominations (Obs)

**DOMAIN 3: SCHOOL CULTURE
STANDARD 5:
ENGAGES PARENTS IN CREATING A POSITIVE SCHOOL CULTURE**

Level 1: Entry	Level 2: Emerging	Level 3 – Effective	Level 4 – Highly Effective	Evidence
<p>School Leader demonstrates <u>entry level practice</u> at engaging parents in creating a positive school culture when:</p> <p>All components of level “3” practice are missing.</p>	<p>School Leader demonstrates <u>emerging level practice</u> at engaging parents in creating a positive school culture when:</p> <p>More than 1-2 indicators of a level 3 practice are missing.</p>	<p>School Leader demonstrates <u>effective level practice</u> at engaging parents in creating a positive school culture when:</p> <p>All components of level “3” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> • Ensuring the school is using a variety of media to communicate with parents about events, opportunities for involvement, school goals, etc. • Ensuring the school is using consistent systems of parent accountability for service hours, student discipline, and student achievement. • Ensuring the school is providing parents training and resources to ensure students’ academic progress is supported at home. • Ensuring the school is requiring parent participation in school-wide events and in school governance. 	<p>School Leader <u>demonstrates-highly effective level practice</u> at engaging parents in creating a positive school culture when :</p> <p>All components of level “3” and “4” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> • Providing parents training and resources led by other parents to support the school’s mission. • Collaborating with community partners. 	<ul style="list-style-type: none"> • Consistent structured interface opportunities with parents (Coffee with Admin team; <i>Townhall</i> meetings) (Obs) • Participation/Stakeholder survey feedback • Participation in parent meetings (Obs) • Parents address concerns with school site leadership before escalation to GDPS. (Obs) <p style="text-align: center;"><u>Level “4”</u></p> <ul style="list-style-type: none"> • Quality parent workshops are facilitated and owned by the parent coordinator. • Community partners participate in/assist with parent workshops.

DOMAIN 3: SCHOOL CULTURE
STANDARD 6:
ENGAGES STUDENTS IN CREATING A POSITIVE SCHOOL CULTURE

Level 1: Entry	Level 2: Emerging	Level 3 – Effective	Level 4 – Highly Effective	Evidence
<p>School Leader demonstrates <u>entry level practice</u> at engaging students in creating a positive school culture when:</p> <p>All components of level “3” practice are missing.</p>	<p>School Leader demonstrates <u>emerging level practice</u> at engaging students in creating a positive school culture when:</p> <p>More than 1-2 indicators of a level 3 practice are missing.</p>	<p>School leader demonstrates <u>effective level practice</u> at engaging students in creating a positive school culture when:</p> <p>All components of level “3” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> • Providing multiple opportunities for students to develop as leaders and citizens (e.g. internships, campus clubs, athletics, community service, service learning, student government, SAC). • Establishing systems and protocols for garnering ongoing feedback from students to guide school site governance and make adjustments as needed. • Providing ample opportunities to celebrate school spirit (e.g. pep rallies, college acceptance). 	<p>School Leader demonstrates <u>highly effective level practice</u> at engaging students in creating a positive school culture when:</p> <p>All components of level “3” and “4” practice are evident and implemented with quality with 1-2 exceptions.</p> <ul style="list-style-type: none"> • Collaborating with community partners to provide opportunities outside of school for students to develop as leaders and citizens. • Students plan and implement school-wide initiatives (e.g. women’s history month, recycling, community support). 	<ul style="list-style-type: none"> • Student participation in athletic program, campus clubs, student government and SAC (Obs) • Student community service logs <p style="text-align: center;"><u>Level “4”</u></p> <ul style="list-style-type: none"> • Student participation in outside opportunities (Obs) • School-wide events led by students (Obs)

Attachment #20 – Green Dot Washington State Teacher Evaluation Tools

Teacher Evaluation

Green Dot Washington State would look to develop a multiple measure teacher evaluation system that takes into account classroom observation ratings per Green Dot Public Schools' College-Ready Teaching Framework, student growth data (with the exact model of student growth pending due to the transition in assessments), and stakeholder feedback.

The Washington State Executive Director and the Chief Growth Officer will seek teacher input in the final design and recommendation.

Teacher Evaluation Weights by Group

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

COLLEGE READY TEACHING	
Domain 1: Data-Driven Planning and Assessing Student Learning	
Standards	Indicators
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge
	B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery	A) Selection and progression of assessments
	B) Planned response to assessment data
Domain 2: The Classroom Learning Environment	
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students
	B) Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions
Domain 3: Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates Instruction	A) Lesson Structure
	B) Cognitive level of student learning experiences
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials
3.4 Monitoring student learning during instruction	A) Checking for understanding and adjusting instruction
	B) Feedback to students
	C) Self-monitoring

The College Ready Teaching Framework 2014-2015

CONTRIBUTIONS TO SCHOOL COMMUNITY AND FAMILIES

Domain 4: Developing Professional Practice

4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy
	B) Use in future planning
	C) Use of feedback
4.2 Engage in collaborative relationships with peers	A) Participation in a professional community
	B) Professional development
	C) Participation in the school community
4.3 Exhibiting and upholding the Green Dot Core Values	A) Unwavering belief in all student's potential
	B) Passion for excellence
	C) Personal Responsibility
	D) Respect for others and community
	E) All stakeholders critical to process

Domain 5: Developing Partnerships with Family and Community

5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge or use of community resources

Domain 1: Data-Driven Planning and Assessing Student Learning

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
1.1 Establish standards-based learning objectives for instructional plans	1.1A Selection of learning objectives	Learning objective(s) is missing a specific level of cognition or content. AND Learning objective(s) is misaligned with progress toward mastery of content standards.	Learning objective(s) is missing either a specific level of cognition or content. OR Learning objective(s) is misaligned with progress toward mastery of content standards.	Learning objective(s) includes both a specific level of cognition and content. AND Learning objective(s) is aligned to and progresses toward mastery of content standards.	<i>All of level 3 and...</i> Teacher creates secondary learning objective(s) that aligns to differentiated learning activities to meet the identified needs of individuals or subgroups of students.
	1.1B Measurability of learning objective(s)	Proving behavior does not measure the independent mastery of the learning objective(s).	Proving behavior measures the independent mastery of the learning objective(s). AND Proving behavior includes general criteria (quantitative or qualitative) for measuring success.	Proving behavior measures the independent mastery of the learning objective(s). AND Proving behavior includes specific criteria (quantitative or qualitative) for measuring success.	<i>All of level 3 and...</i> Proving behavior(s) includes opportunity for student choice. OR Proving behavior(s) includes opportunity for differentiated outputs. OR Proving behavior measures mastery of learning objective(s) through multiple methods.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	1.2A Design and sequence of learning experiences	The design of the learning experiences is not aligned to the learning objective(s). AND Learning experiences are either not sequenced or not timed to enable students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.	The design of the learning experiences is not aligned to the learning objective(s). OR Learning experiences are either not sequenced or not timed to enable students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.	The design of the learning experiences is aligned to the learning objective(s). AND The design of the learning experiences is sequenced and timed to enable all students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.	<i>All of level 3 and...</i> The timing or sequence of the learning experiences is differentiated for individual students or subgroups of students. OR The design of the learning experiences offers students choice in time or sequence of learning experiences.

Domain 1: Data-Driven Planning and Assessing Student Learning

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
	1.2B Creating cognitively engaging learning experiences for students	Instructional plans do not provide opportunity for cognitively engaging learning experiences throughout the lesson. OR The instructional plans do not include appropriate support so that all students can access the content of the lesson.	The teacher designs each learning experience with appropriate support, but inconsistently plans cognitively engaging learning experiences throughout the lesson. OR Instructional plans include cognitively engaging learning experiences throughout the lesson cycle, but inconsistently include appropriate support so that all students can access the content of the lesson.	Instructional plans include cognitively engaging learning experiences throughout the lesson. AND Teacher designs each learning experience with appropriate support so that all students can access the content of the lesson.	<i>All of level 3 and...</i> Teacher designs differentiated learning experiences for individual students or subgroups of students. OR Teacher structures lesson to offer student choice of learning experiences to enhance cognitive engagement.
1.3 Use student data to guide planning	1.3A Lesson design guided by data	The teacher does not cite data. OR Data is used to inform neither content nor instructional strategies.	The teacher cites multiple sources of data, but they are not relevant to the objective. OR The teacher cites multiple sources of data, but none of the sources are current and specific. OR Data is used to inform only content <i>or</i> instructional strategies.	The teacher cites multiple sources of data relevant to the objective including sources that are current and specific. AND Data informs the content and instructional strategies to scaffold for individual students or subgroups of students.	<i>All of Level 3 and...</i> The teacher plans differentiated learning experiences to meet the needs of individual students or subgroups of students based on cited data. OR The teacher plans for students to use their own data to inform choice of learning experience.
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	1.4A Knowledge of subject matter to identify pre-requisite knowledge	The teacher does not accurately identify the prerequisite knowledge necessary to access the lesson.	The teacher accurately identifies the prerequisite knowledge necessary to access the lesson, but does not include strategies to activate prerequisite knowledge. OR The teacher accurately identifies the prerequisite knowledge or skills necessary to access the lesson, but does not include opportunities to address potential gaps.	The teacher accurately identifies the prerequisite knowledge necessary to access the lesson. AND The teacher includes opportunities to activate prerequisite knowledge necessary to access the lesson. AND The teacher includes strategies to address potential gaps in prerequisite knowledge or skills necessary to access the lesson.	<i>All of level 3 and...</i> The teacher designs differentiated learning experiences to address potential gaps for individual students or subgroups of students.

Domain 1: Data-Driven Planning and Assessing Student Learning

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
	1.4B Addresses common content misconception(s)	The teacher does not anticipate common student content misconception(s).	The teacher anticipates common student content misconception(s) but does not include a strategy for addressing each misconception.	The teacher anticipates common student content misconception(s) that would inhibit the students' ability to master the learning objective(s) and includes a strategy for addressing each misconception.	<i>All of level 3 and...</i> The teacher includes strategies that ensure students recognize and correct these misconceptions. OR The teacher includes multiple strategies for correcting the same misconceptions.
1.5 Design assessments to ensure student mastery	1.5A Selection and progression of assessments	Checks for understanding are not aligned to the learning objective(s). OR Checks for understanding are not planned.	Checks for understanding are inconsistently aligned to the learning objective(s). OR Checks for understanding do not yield actionable data. OR Checks for understanding are planned for a single component of the lesson cycle.	Different types of checks for understanding are selected to yield actionable data about progress towards mastery of the learning objective(s). AND Checks for understanding are planned for different components of the lesson cycle, progressing towards student mastery of the learning objective(s).	<i>All of level 3 and...</i> Checks for understanding are differentiated to yield actionable data about individual students or subgroups of students. OR Teacher offers students choice of checks for understanding to enhance progress toward or beyond the learning objective(s).
	1.5B Planned response to assessment data	The teacher has not planned to adjust instruction based on the data from checks for understanding.	The teacher inconsistently plans to adjust instruction based on the data from checks for understanding.	The teacher plans to adjust instruction based on the data from each check for understanding.	<i>All of level 3 and...</i> The teacher articulates how students will be involved in establishing next steps.

Domain 2: The Classroom Learning Environment

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
2.1 Creates a classroom/ community culture of learning	A) Value of effort and challenge	The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work.	The teacher's words and actions emphasize compliance and completion of work. Students seek to complete tasks without consistent focus on learning or persistence toward quality work.	The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to learn and persist in producing high quality work.	All of level 3 and... Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations	It is evident that the teacher did not teach standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. AND Student behavior consistently contributes to an academic environment.	The teacher has established clear, high standards for student behavior. Without being prompted, students articulate or demonstrate high behavioral expectations that support the classroom's academic environment.
	B) Response to behavior	The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.	The teacher's verbal or non-verbal response to student behavior is inconsistent. OR Teacher's verbal or non-verbal response is focused on the whole-class. OR Teacher emphasizes consequences over positive reinforcement.	The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students.	Classroom exhibits minimal need for teachers or students to redirect negative behavior. OR Students appropriately respond to, redirect, provide feedback, or provide positive reinforcement to each other's behavior.
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students	The teacher's interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students exhibit disrespect for the teacher.	The teacher's interactions with students inconsistently demonstrate respect and positivity, are inconsistently appropriate for the age and needs of students, or inconsistently support student growth. OR Students inconsistently exhibit respect for the teacher.	The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students and support student growth. AND Students exhibit respect for the teacher.	All of level 3 and... The teacher's interactions demonstrate a positive rapport with individual students.

Domain 2: The Classroom Learning Environment

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
	B) Student interactions with each other	Student interactions are impolite and disrespectful, which interferes with learning for some students.	Student interactions are generally polite and respectful, but students do not support each other's learning.	Student interactions are polite and respectful, and students support each other's learning.	All of level 3 and... Students encourage each other individually.
2.4 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions	The teacher has not established or does not implement routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently implemented, resulting in the loss of instructional time.	The teacher has established and implemented routines, procedures, and transitions that maximize instructional time.	All of level 3 and... With minimal prompting, students effectively facilitate some routines, procedures, and transitions.

Domain 3: Instruction

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson	The learning objective(s) is not communicated. OR The learning objective(s) is unclear.	The learning objective(s) is communicated but not referred to throughout the lesson. OR Students cannot articulate the learning objective(s).	The learning objective(s) is communicated and referred to throughout the lesson. AND Students are able to articulate the learning objective(s).	<i>All of level 3 and...</i> Students are able to articulate the relevance of the learning objective(s) within or outside of the discipline.
	B) Connections to prior and future learning experiences	The teacher does not make connections between current learning objective(s) and the students' prior or future learning.	The teacher makes connections between the current learning objective(s) and the students' prior or future learning. OR The teacher makes connections to prior and future learning but the connections are vague or are primarily based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior and future learning to further student understanding of the content material.	The teacher facilitates as students build connections between the current learning objective(s) and their prior and future learning to further student understanding of the content material.
	C) Criteria for success	The teacher does not communicate criteria for successfully demonstrating attainment of the learning objective(s). OR Students are unable to articulate criteria for successfully demonstrating attainment of the learning objective(s).	The teacher communicates general criteria for successfully demonstrating attainment of the learning objective(s). OR The teacher communicates specific criteria for successfully demonstrating attainment of the learning objective(s), but students are only able to articulate general criteria for successfully demonstrating attainment of the learning objective(s).	The teacher communicates specific criteria for successfully demonstrating attainment of the learning objective(s). AND Students are able to articulate specific criteria for successfully demonstrating attainment of the learning objective(s).	<i>All of level 3 and...</i> The teacher solicits student discussion to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).
3.2 Facilitates Instruction	3.2A Lesson structure	The teacher facilitates a lesson that is inappropriately sequenced and timed. AND The teacher does not execute a lesson that appropriately releases responsibility.	The teacher facilitates a lesson that is inappropriately sequenced or timed. OR The teacher does not execute a lesson that appropriately releases responsibility.	The teacher facilitates an appropriately sequenced and timed lesson that appropriately releases responsibility so that students can independently master the learning objective(s).	<i>All of level 3 and...</i> Teacher facilitates differentiated timing or sequencing of lesson for individual students or subgroups of students. OR Teacher offers student choice of timing or sequencing of the lesson.

Domain 3: Instruction

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

	3.2B Cognitive level of student learning experiences	Learning experiences are not cognitively engaging. OR Learning experiences do not match the level of rigor required to attain mastery of the learning objective(s).	Some learning experiences are cognitively engaging. OR Some learning experiences match the level of rigor required to attain mastery of the learning objective(s).	Learning experiences throughout the lesson are cognitively engaging for all students. AND Learning experiences consistently match the level of rigor required to attain mastery of the learning objective(s).	<i>All of level 3 and...</i> Learning experiences are differentiated for individual students or subgroups of students. OR Teacher structures lesson to offer student choice of learning experiences to enhance cognitive engagement.
3.3 Implementation of instructional strategies	A) Questioning	The teacher poses few questions to students. OR The teacher does not scaffold questions toward cognitive challenge and mastery of the learning objective(s).	The teacher poses questions to a small number of students. OR The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s).	The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s). AND The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking.	<i>All of Level 3 and...</i> Students pose questions that require cognitive challenge. OR Students initiate questions to further their own or other students' understanding of the content.
	B) Academic Discourse	The teacher does not require students to use academic vocabulary, discuss academic ideas, or justify their reasoning. OR The teacher provides minimal opportunities for student discussion.	In the whole class and small group discussions that occur, the teacher inconsistently requires students to use academic vocabulary, discuss academic ideas, and justify their reasoning. OR Academic discourse is limited to a small number of students.	In the whole class and small group discussions that occur, the teacher facilitates conversations that require all students to consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.	Students facilitate whole class or small group conversations and consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.
	C) Group structures	The structure and size of grouping arrangements do not move students toward mastery of the learning objective(s). OR Teacher does not actively facilitate or monitor student participation during group structures.	The structure and size of grouping arrangements inconsistently move students toward mastery of the learning objective(s). OR Teacher facilitation inconsistently supports active student participation throughout all group structures.	The structure and size of grouping arrangements move students toward mastery of the learning objective(s). AND Teacher facilitation supports active student participation throughout all group structures.	<i>All of level 3 and...</i> Students support each other to work through challenging activities and hold themselves and each other accountable for individual or group work that leads to mastery of the learning objective(s).

Domain 3: Instruction

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

	D) Resources and instructional materials	Resources and instructional materials are unsuitable to the lesson objective(s), distract from or interfere with student learning, or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and require cognitive engagement.	All of level 3 and... Resources and instructional materials facilitate differentiation or choice of learning experiences for individual students or subgroups of students.
3.4 Monitoring student learning during instruction	A) Checking for understanding and adjusting instruction	The teacher does not check for students' understanding of the learning objective(s) during the lesson. OR The teacher does not adjust instruction based on the data.	The teacher inconsistently checks for understanding. OR The teacher adjusts instruction ineffectively or inconsistently.	The teacher checks for understanding using different techniques throughout the lesson to yield actionable data on students' progress toward mastery of the learning objective(s). AND The teacher adjusts whole-class instruction based on the data to meet students' learning needs as necessary.	All of level 3 and... The teacher implements differentiated instruction and continued checks for understanding based on the progress of individual students or subgroups toward mastery of the learning objective(s).
	B) Feedback to students	The teacher does not provide feedback to students. OR Feedback does not advance students toward mastery of the learning objective(s).	The teacher provides feedback but not throughout the lesson. OR Feedback inconsistently advances students toward mastery of the learning objective(s).	The teacher provides feedback throughout the lesson that is specific and timely. AND Feedback consistently advances students toward mastery of the learning objective(s).	All of level 3 and... Students provide specific academic feedback to one another.
	C) Self-monitoring	The teacher does not facilitate student self-monitoring. OR The teacher facilitates self-monitoring that does not assess academic skills or knowledge related to the learning objective(s).	The teacher facilitates self-monitoring to enable students to assess their academic skills or knowledge related to the learning objective(s), but self-monitoring exercises lack specific criteria	The teacher facilitates self-monitoring with specific criteria to enable students to assess their academic skills or knowledge related to the learning objective(s).	All of level 3 and... The teacher facilitates differentiated self-monitoring to meet the needs of individual students or subgroups of students. OR Students specifically identify further steps in learning and explain how these steps develop the academic skills or knowledge related to the learning objective(s).

Domain 4: Developing Professional Practice

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy	The teacher does not know the degree to which the lesson or its elements, was effective.	The teacher has an accurate impression of the lesson's effectiveness and success in meeting the instructional goals, but does not cite data to support the judgment. OR The teacher makes a somewhat accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing data to support the judgment. AND The teacher makes an accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments.	<i>All of level 3 and...</i> The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional needs of subgroups or individuals.
	B) Use in future planning	The teacher does not make suggestions about how the lesson could be improved.	The teacher makes only general suggestions about how the lesson could be improved. OR The teacher makes specific suggestions about how the lesson could be improved, but does not address future instructional plans or specific instructional practices.	The teacher makes specific suggestions about how the lesson could be improved. AND The teacher explains future instructional plans based on the results of this lesson. AND The teacher explains how their specific instructional practices can be improved.	<i>All of level 3 and...</i> The teacher explains future plans for differentiated instruction based on results of this lesson.
	C) Use of feedback	The teacher rarely uses feedback from supervisors or colleagues to improve practice.	The teacher inconsistently uses feedback from supervisors and colleagues to improve practice.	The teacher consistently uses feedback from supervisors and colleagues to improve practice.	<i>All of level 3 and...</i> The teacher proactively seeks out feedback from supervisors and colleagues to improve their practice.
4.2 Engage in collaborative relationships with peers	A) Participation in a professional community	The teacher rarely participates in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive, collegial, and professional relationships with colleagues.	<i>All of level 3 and...</i> The teacher assumes appropriate leadership roles and promoting positive and professional relationships
	B) Professional development	The teacher rarely applies learning gained from professional development activities, and does not contribute to the development of others.	The teacher applies learning gained from professional development activities, and makes inconsistent contributions to the development of others.	The teacher applies the learning gained from professional development. The teacher contributes to the development of others.	<i>All of level 3 and...</i> The teacher seeks out professional development opportunities and initiates activities that contribute to the development of others.

Domain 4: Developing Professional Practice

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

	C) Participation in the school community	The teacher rarely maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher inconsistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher consistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	<i>All of level 3 and...</i> The teacher contributes to and supports the development and implementation of the agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).
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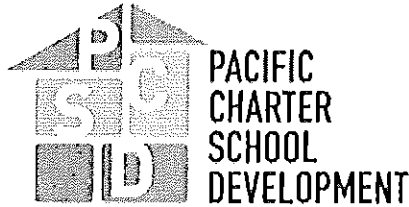
4.3 Exhibiting and upholding the Green Dot Core Values	A) Unwavering belief in all student's potential	The teacher's words and actions rarely demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	The teacher's words and actions inconsistently demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	The teacher's words and actions demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	<i>All of level 3 and...</i> The teacher demonstrates leadership in encouraging others to develop this belief.
	B) Passion for excellence	The teacher is rarely solution-oriented.	The teacher is solution-oriented but inconsistently uses data and feedback to inform their decisions in order to ensure continuous improvement.	The teacher is solution oriented within the classroom and at the school site, and uses data and feedback to inform their decisions in order to ensure continuous improvement.	<i>All of level 3 and...</i> The teacher demonstrates leadership and actively participates at the school level to collaboratively develop solutions, and present them to staff and stakeholders.
	C) Personal responsibility	The teacher rarely holds themselves accountable for their results and responsibilities in their classroom and in the school community.	The teacher inconsistently holds themselves accountable for their results and responsibilities in their classroom and in the school community.	The teacher holds themselves accountable for their results and responsibilities in their classroom and in the school community.	<i>All of level 3 and...</i> The teacher demonstrates leadership to help others develop their accountability.
	D) Respect for others and community	The teacher rarely interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher inconsistently interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	<i>All of level 3 and...</i> The teacher demonstrates leadership to strengthen relationships among stakeholders.
	E) All stakeholders critical to process	The teacher rarely seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their classroom practice and at the school site.	The teacher inconsistently seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their classroom practice and at the school site.	The teacher seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their classroom practice and at the school site.	<i>All of level 3 and...</i> The teacher demonstrates leadership in helping others incorporate and use stakeholder feedback.

Domain 5: Developing Partnerships with Family and Community

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication	The teacher rarely initiates communication with parents in order to keep them updated about their student’s progress.	The teacher inconsistently initiates communication with parents in order to keep them updated about their student’s progress.	The teacher has a system to initiate communication with parents in order to keep them updated about their student’s progress.	<i>All of level 3 and...</i> The teacher demonstrates leadership in supporting others to develop and implement systems that initiate communication with parents.
	B) Responsiveness to parent inquiries and communication	The teacher rarely responds to parent communication in an appropriate and timely manner.	The teacher inconsistently responds to parent communication in an appropriate and timely manner.	The teacher responds to parent communication in an appropriate and timely manner.	<i>All of level 3 and...</i> The teacher demonstrates leadership in supporting others with responding to parent communication in an appropriate and timely manner.
	C) Inclusion of the family as a partner in learning decisions	The teacher rarely engages parents in the instructional program as a partner in their child’s education.	The teacher inconsistently engages parents in the instructional program as a partner in their child’s education.	The teacher engages parents in the instructional program as a partner in their child’s education.	<i>All of level 3 and...</i> The teacher demonstrates leadership in initiating endeavors and supporting others in the engagement of parents.
5.2 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy	The teacher rarely advocates for student success through setting and monitoring rigorous learning goals for college readiness.	The teacher inconsistently advocates for student success through setting and monitoring rigorous learning goals for college readiness.	The teacher advocates for student success through setting and monitoring rigorous learning goals for college readiness.	<i>All of level 3 and...</i> The teacher establishes processes through which students establish and monitor rigorous learning goals for college readiness, and self-advocate for their attainment of the goals.
	B) Knowledge or use of community resources	The teacher rarely refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	The teacher inconsistently refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	The teacher refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	<i>All of level 3 and...</i> The teacher establishes processes for students to identify and incorporate relevant resources that increase their college readiness.

Attachment #21 – Green Dot Washington State Proof of Commitment for Facilities

While Green Dot Washington State does not yet have a signed facility commitment, we have a letter of support from Pacific Charter School Development demonstrating that we are working with the necessary experts, lenders and developers in order to identify, finance and develop a facility in time for Green Dot's '16-'17 launch. We have also included facilities reviewed as part of an initial scan of facilities within South Seattle. If approved, Green Dot will quickly complete this scan, identify a location, and begin due diligence.



July 3, 2014

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

RE: Engagement Letter for Facilities Services

Dear Marco:

This letter hereby confirms Pacific Charter School Development, Inc. ("PCSD") engagement with Green Dot Public Schools ("Green Dot") to locate, secure, and (if necessary) construct new charter school facilities in Seattle, Washington.

PCSD is a non-profit real estate development company that was created to help high-quality charter schools that operate in underserved communities locate and develop charter school facilities. PCSD is the largest developer of public schools in the nation having built nearly 50 schools serving 20,000 students.

PCSD's initial services will include:

- Site Identification – PCSD will leverage its project management team and brokers to identify off and on market sites that can be pursued for development. PCSD will then vet sites based on preliminary due diligence and client requirements to determine which sites to pursue.
 - Site Due Diligence – PCSD will investigate entitlement, environmental and constructability risks associated with target site to assess availability.
 - Develop Site Concepts – PCSD will work with a local architect to develop preliminary sketches for potential projects.
 - Negotiate Purchase and Escrow Terms for Sites – PCSD will negotiate terms with the seller that will support the purchase and development of the site.

PCSD is pleased to be working with Green Dot and looks forward to our engagement. Please contact me at [REDACTED] should you have any questions.

Sincerely,




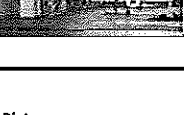
A handwritten signature in black ink, appearing to read 'John Sun', written over a horizontal line.


John Sun
Chief Executive Officer








Pacific Charter School Development, Inc.
[REDACTED]
[REDACTED]




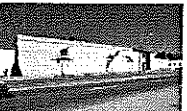









Green Dot

**Rainier Area - All properties over 20,000 SF
On Market**

Picture	Address	Notes	Lease
	3211 Martin Luther King	RBA 22,010 SF - Available 12,146 SF.	
	6008-6040 Martin Luther King	RBA 51,050 SF - Available 12,960.	
	3031 S Walden St	RBA 46,900 SF	
	7101 Martin Luther King	RBA 38,845 SF	

Picture	Address	Notes	For Sale
	9620 Martin Luther King	RBA 27,800 SF	


Picture	Address	Notes	Off-Market
	2901 27th St. S	RBA 33,510 SF	
	3111 27th St. S	RBA 38,365	
	4730 32nd St. S	RBA - 65,214 SF	
	3605 34th Ave. S	RBA - 29,200 SF	
	5034 37th Ave.	RBA - 37,266 SF	
	9875 40th Ave S	RBA 62,211	
	9840 40th St S	RBA 35,500	

	7100 42nd St.	RBA 24,472
	6721 51st Ave S	RBA 22,029
No Image	3600 S Graham St	State owned building. Not available.
	3723 S Hudson St.	RBA 22,000 SF
No Image	3723 S Hudson St.	RBA 22,000 SF
	5605 Martin Luther King	RBA 20,000 SF
	5920 Martin Luther King	RBA 27,435
	3639 Martin Luther King	RBA 82,000 SF
	6718 Martin Luther King	RBA 22,895
	6951 Martin Luther King	RBA 35,000 SF
	9747 Martin Luther King	RBA 21,000 SF
	4520 Martin Luther King	40,265 5F
	3601 S McClellan St	RBA 23,049
	3701 S Norfolk	RBA 122,249 SF
	3900 S Othello St	RBA 26,092










	4200 S Othello St.	BRA 20,000 SF
	3820 Rainier Ave S.	RBA 99,675
	4058 Rainier Ave S.	RBA 63,000
	4208 Rainier Ave S.	RBA 32,649 SF
	4714-4726 Rainier Ave S.	RBA 20,500 SF
	6315 Rainier Ave S.	RBA 44,000
	7930 Rainier Ave S.	RBA 30,422 SF
	8445 Rainier Ave S.	RBA 21,509
	9000 Rainier Ave S.	RBA 67,450 SF
	9245 Rainier Ave S.	RBA 26,000 SF
	9252-9262 Rainier Ave S.	RBA 61,053

Green Dot

North SEATAC - All properties over 20,000 SF
On Market

Picture	Address	Notes	Lease
	9650 15th St SW	RBA 65,064 SF	

Picture	Address	Notes	For Sale
None			

Picture	Address	Notes	Off-Market
	10002-10016 14th Ave	RBA 67,799 SF	
	10612 15th Ave SW	RBA 21,043 SF	
	9609-9617 16th Ave Sw	RBA - 21,500	
	10616 16th Ave SW	RBA 23,814 SF	
	9646 17th Ave SW	RBA 32,444 SF	
	9403 18th Ave SW	RBA 23,816 SF	
	9620 28th Ave SW	RBA 65,000 SF	
	605 SW 108th St	RBA 24,500 SF	
No Image	1612 SW 114th St	RBA 39,031 SF	
No Image	9401 Myers Way S	RBA 38,933 SF	
	9200 Olsen Pl SW	RBA 43,708 SF	

Grace Apostolic Temple

CBA ID # 540130



Grace Apostolic Temple
 6718 Martin Luther King Jr Way S
 Seattle WA 98118
 King County
 Cross Street: South Holly Street
 Mkt Area 150: S. Seattle

List Price: \$ 1,200,000
Status: New
Asset Class: Office

Listing Information

Days on Market: 1
Building \$/SF: \$ 47.89
SOC: 3%
SOC Exclusions: No
Call Listing Agent: Yes
View With Discretion: No
Showing Instructions:

This church property is vacant and has multiple uses, as a church or redevelopment as it sits across from the Sound Transit Light Rail route. Zoning is C1-40. Parcel is .849 acres. Great access and easy access to highway, housing and shopping. Priced t

Land Information

Total Land SF: 36,982
Acres: 0.85

Property Information

Total Building SF: 25,055
Building Status: Existing
Year Built: 1981
Tax ID #s:
 333300-2603-09
 333300-2610-00
 33330002620-08
 3333002630-06
Sprinklers: No
Construction Type: Brick, Framed
of Buildings: 1
of Floors: 3

Owner/User Information

Owner User: Yes

Sustainability/Green Building

LEED Cert: No
Energy Star Cert: No

Additional Information

Member Listing Comments

Grace Apostolic Temple is currently vacant and is on 3 separate tax parcels on Martin Luther King Jr. Way South, in the Rainier Valley of Seattle. Total lot square footage is 36,999 or .849 acres. The existing church has 3 levels and is 22,895 square feet. The site has excellent visibility and access to the Sound Transit Light Rail which is adjacent. the property is zoned C1-40, which also allows for a wide range of commercial uses if the current use is not continued. The property is currently in Receivership and sale must be approved by court. This property is priced to sell.

Public Listing Comments

Grace Apostolic Temple is currently vacant and is on 3 separate tax parcels on Martin Luther King Jr. Way South, in the Rainier Valley of Seattle. Total lot square footage is 36,999 or .849 acres. The existing church has 3 levels and is 22,895 square feet. The site has excellent visibility and access to the Sound Transit Light Rail which is adjacent. the property is zoned C1-40, which also allows for a wide range of commercial uses if the current use is not continued. The property is currently in Receivership and sale must be approved by court. This property is priced to sell.

Asset Class Information - Office

Min Office SF: 22,895
Total Avail SF Min: 22,895

Contact Information

Listing Agent: [REDACTED] **Email:** [REDACTED]
Listing Office: Summerfield Commercial **City:** Bellevue WA

Search Tags:

Church/Religious Facility

All information provided is deemed reliable but is not guaranteed and should be independently verified.

Attachment #22 – Green Dot Washington State Startup Plan

Green Dot is respectfully requesting to start the school in Fall of 2016 for multiple reasons.

- 1) Given that we will be pursuing an independent facility, we will need time to secure the appropriate permits and construct or renovate the facility. This planning process is likely to take more than one year.
- 2) We will need to secure philanthropic commitments for startup funding. We were unable to secure these prior to the application and an approved petition will greatly aid us as we seek funds.
- 3) We would like to hire a Director of Middle School Programs one-year in advance, but would only make this commitment with an approved petition in hand. If we only know the status of our petition the summer prior to opening, we miss out on the peak hiring season for administrator candidates (which is late winter / early spring). By summer, most candidates have already notified their district and secured placements for the upcoming year.
- 4) While we have started conversations with Community Leaders and partners, we realize we have to make a significant commitment in building a relationship with the South Seattle community. To do that in a thoughtful and respectful manner will take additional time.



Start-Up Plan for South Seattle Span School
Opening: SY 16-17

Overview of start-up activities required to establish a new Green Dot 6-12 school in South Seattle

- **Many stakeholders** at Green Dot have a role to play in the **successful planning and launching** of a new school in a new region
- There are two types of activities outlined in the startup plan:
 - Activities necessary to **establish the Seattle 6-12** in accordance with the Green Dot model (to be completed by the end of SY 15-16 in time for the school's launch in SY 16-17)
 - One-time activities required to **establish Green Dot within a new region** (to be completed by the end of SY 14-15 in time for the launch of Green Dot's Tacoma MS)
- The following slides describe the specific activities and associated timelines, owners and key stakeholders across each of the following topics:
 - *Academics*
 - *Hiring*
 - *Human Capital*
 - *Human Resources*
 - *Community Engagement*
 - *External Affairs*
 - *Finance*
 - *Information Technology*
 - *Knowledge Management*
 - *Operations*

Academics (for new school-site)

	SY 14-15													SY 15-16												
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
PD/Coaching																										
• Plan administrator retreat																										
• Launch search for Administrator-in-Residence (AIR) candidates																										
• AIR in training – <i>note this may occur earlier given strength of current candidate pool</i>																										
• AIR returns to school to support launch																										
• Onboard Director of MS Programs																										
• Plan and execute teacher training and onboarding																										
• Develop professional development plan for the year																										
Assessments																										
• Update 1 and 5 year academic goals to reflect evolution of Common Core assessments																										
• Purchase testing supplies																										

Owner: Executive Director, Chief Growth Officer

Key stakeholders: Educator Effectiveness Team (Chief Executive (CA), Academic, Talent and Growth Officers)

Academics (for new school-site cont.)

	SY 14-15												SY 15-16													
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Compliance																										
• Regional staff oversees programmatic compliance																										
Discipline																										
• Confirm differences in ed code with respect to discipline; update student policy manual																										
• Launch Safe & Civil																										
• Select Safe & Civil Coach																										
Culture																										
• Plan Summerbridge																										
• Hold two week Summerbridge																										
Targeted Programs																										
• Confirm ELL needs based on location and refine model of support																										
• Develop district and third-party partnerships if required																										
• Review ELD state standards for instruction																										
• Develop district and third-party SPED partnerships																										
• Identify potential mental health services																										
• Develop models for mental health services																										
Master Scheduling																										
• Develop master schedule																										
• Develop modifications to curriculum or processes based on master schedule																										

Owner: Executive Director, Chief Growth Officer

Key stakeholders: Educator Effectiveness Team

Academics (for new region development)

	SY 14-15												SY 15-16													
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
PD/Coaching																										
• Develop a plan for administrator PD																										
• Ensure technology supports and other e-collaboration enablers are in place																										
• Develop teacher leader model for new region																										
• Update coaching model to reflect new school																										
Assessments																										
• Complete curriculum alignment																										
Compliance																										
• Understand federal program requirements																										
• Clarify roles regarding compliance																										
Discipline																										
• Identify if Safe & Civil modifications needed																										
Culture																										
• Synthesize core pieces of cultural model to implement in the new region																										
• Plan onboarding for new regional team members, incorporating cultural activities																										
Targeted Programs																										
• Understand SPED funding																										
• Clarify compliance requirements for SPED																										
• Identify SPED operations in new region																										
• Build program model																										

Owner: Executive Director, Chief Growth Officer

Key stakeholders: Educator Effectiveness Team

Hiring (for new school-site)

	SY 14-15												SY 15-16													
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Hiring																										
• Launch internal and external search for a Director of MS Programs																										
• Conduct Director of MS Programs screening																										
• Select the Director of MS Programs																										
• Draft and post job description for founding teachers																										
• Finalize founding teacher screening process																										
• Screen founding teachers																										
• Select founding teachers																										
Hiring																										
• Develop and post founding counselor job description																										
• Develop and post office manager job description																										
• Develop and post school psych job description																										
• Finalize school psych screening process																										
• Finalize founding counselor screening process																										
• Finalize office manager screening process																										
• Hire founding counselor																										
• Hire office manager																										
• Hire school psych																										

Owner: Director of Human Capital, Manager of Human Capital and HR, National Expansion Growth Team Operations Lead

Key stakeholders: Executive Director, Chief Growth Officer

Hiring (for new region)

	SY 14-15													SY 15-16												
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Process																										
• Determine regional hires and hiring timeline	█																									
• Build relationships with local universities and Teach for America	█	█	█	█	█	█																				
Finance roles																										
• Draft and post job description for Manager of Finance and Business Affairs				█	█	█																				
• Finalize Dir. of Fin. and Manager of Finance and Business Affairs screening process				█	█	█																				
• Screen/select Manager of Finance and Business Affairs				█	█	█																				
• Train Manager of Finance and Business Affairs on regional policies							█	█	█																	
Academic roles																										
• Develop and post instructional coach job description							█																			
• Finalize coaches screening process							█																			
• Hire instructional coach							█	█	█																	

Owner: Executive Director, Chief Growth Officer; Director of Human Capital; National Expansion Growth Team Operations Lead

Key stakeholders: Chief Financial Officer (for finance roles), Chief Academic Officer (for academic roles)

Human Capital (for new region development)

	SY 14-15														SY 15-16													
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug		
Teacher Effectiveness and Evaluation																												
• Research Washington State teacher evaluation system																												
• Adapt Green Dot multiple measure evaluation to WA system																												
• Develop system for administrator norming and calibration on the College-Ready Teaching Framework																												

Owner: College-Ready Teaching Framework Implementation Coordinator, Educator Effectiveness Coordinator

Key stakeholders: Executive Director, Chief Growth Officer, Educator Effectiveness Team

Human Resources (for new school-site)

	SY 14-15													SY 15-16												
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Compensation																										
• Refine research on other charter and district salary schedules																										
• Likely to be set in 2014-2015 with the launch of Green Dot Tacoma																										
• Draft compensation, relocation and incentives proposal																										
• Develop compensation and relocation agreement																										
• Create benefits package																										
• Draft offer letters																										
Substitute Management																										
• Identify Seattle partners for substitute management																										
• Sign a contract for Seattle substitute management																										

Owner: Director of Human Capital, Director of Legal Counsel, Director of Human Resources, National Expansion Growth Team Operations Lead

Key stakeholders: Executive Director, Chief Growth Officer

Human Resources (for new region development)

	SY 14-15														SY 15-16													
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug		
Credentiaing																												
• Understand licensure requirements in WA																												
• Develop processes to support transfer of Green Dot teachers																												
Compensation																												
• Enable e-signing of offer letters																												
• Design employment applications																												
Policy Management																												
• Align HR policies to WA State Ed Code and Labor Law																												
• Determine employee handbook modifications																												
Personnel Matters																												
• Research WA State labor law, WA State Ed Code and understand differences relative to CA																												
• Develop a model for how to handle personnel matters																												
• Codify approach to personnel matters in teacher agreements																												

Owner: Director of Human Resources, Director of Legal Counsel

Key stakeholders: Executive Director, Chief Growth Officer

Community Engagement (for new school-site)

	SY 14-15														SY 15-16													
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug		
Community Outreach/Parent Engagement																												
• Identify community partners and develop asset map																												
• Develop plan for community outreach and parental engagement																												
• Organizations																												
• Build relationships with community based organizations																												
• Have WA State parents visit GD CA schools																												
• Organize and execute neighborhood-specific outreach activities																												
• Hold a parent orientation																												
Student Recruitment																												
• Develop recruitment strategy & schedule events																												
• Hold events, conduct outreach and recruit families and students																												
• Complete design of enrollment packet & register students																												

Owner: Executive Director, Chief Growth Officer, National Growth Team Operations Lead

Key stakeholders: School Administrative team, School Parent Coordinators

External Affairs

	SY 14-15													SY 15-16												
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
<u>For new school-site</u>																										
Development																										
• Determine funding needs and requirements																										
• Secure planning year funding and national philanthropic commitments																										
• Obtain philanthropic support for through sustainability																										
Marketing																										
• Develop local collateral for student recruiting																										
• Build collateral for teacher recruiting																										
Policy																										
• Finalize and sign charter																										
• Build relationships with district stakeholders and political partners																										

	SY 14-15													SY 15-16												
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
<u>For new region development</u>																										
• Build website for new region																										

Owner: VP of Advancement (Development/Mktg), Director of Legal Counsel (Policy), VP of Strategic Planning (Development and Policy)

Key stakeholders: Executive Director, Chief Growth Officer

Finance (for new school-site)

	SY 14-15														SY 15-16													
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug		
Accounting																												
• Establish school bank accounts and banking relationship																												
• Train administrative team and office staff on how to use ExpenseWatch																												
Budget																												
• Review and update school-site budget; will continuously be updated to reflect learnings from Tacoma launch																												

Owner: Chief Financial Officer, Manager of Finance & Business Affairs, National Growth Team Finance Lead, National Growth Team Operations Lead

Key stakeholders: Executive Director, Chief Growth Officer

Finance (for new region development)

	SY 14-15												SY 15-16													
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Accounting																										
• Establish regional bank accounts and banking relationship																										
• Develop financial mgmt systems policies																										
• Implement internal accting, expense v. budget, monitoring and financial reporting procedures																										
Budget																										
• Create approval chain for new region																										
• Set up WA State Chart of Accounts, modifications to ACCPACC																										
• Create budget inputs for Washington																										
• Create budget templates for Washington																										
Compliance																										
• Understand financial reporting and compliance requirements for region																										
• Identify auditor																										
Policies																										
• Align Finance and Ops policies to WA State Ed Code, Labor Law, Funding																										
Accounts Payable																										
• Adapt ExpenseWatch for new region																										
• Develop process for school deposits in new region																										

Owner: Chief Financial Officer, Manager of Finance & Business Affairs, Controller, National Growth Team Finance Lead, National Growth Team Operations Lead

Key stakeholders: Executive Director, Chief Growth Officer

Information Technology (for new school-site)

	SY 14-15												SY 15-16													
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Facilities Inspection																										
• Develop IT plan for new facility																										
• Implement IT plan for new facility																										
Financing																										
• Begin eRate application																										
Infrastructure																										
• Ensure working connections to network and servers																										
Procurement																										
• Purchase technology needs - devices and licenses																										
• Deploy technology at the school site (i.e. copiers, printers, laptops, etc.)																										
• Conduct tracking, setup and imaging of all IT assets																										

Owner: Chief Information Officer, Manager of Finance and Business Affairs, National Growth Team Operations Lead

Key stakeholders: Executive Director, Chief Growth Officer

Information Technology (for new region development)

	SY 14-15												SY 15-16													
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Procurement																										
• Work with national vendors to extend discounts or identify new vendors																										
• Select vendors and sign necessary contracts																										
• Identify helpdesk support provider in WA State																										

Owner: Chief Information Officer, Manager of Finance and Business Affairs, National Growth Team Operations Lead

Key stakeholders: Executive Director, Chief Growth Officer

Knowledge Management (for new region development)

	SY 14-15												SY 15-16													
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Assessment System																										
• Launch assessment system																										
Compliance																										
• Research Washington State compliance and attendance reporting requirements																										
• Set up processes to ensure data capture																										
• Launch compliance processes																										
Data Warehouse																										
• Modify data warehouse architecture to support storage of required information																										
• Set up new reports for Tableau as needed																										
• Develop a short list of required changes to the data warehouse																										
PowerSchool																										
• Purchase new PowerSchool server																										
• Research PowerSchool changes required																										
• Set up new instance of PowerSchool for WA																										
Surveys																										
• Develop a plan for survey administration in the new region																										
Teacher Portal																										
• Set up new communities and topics for Connect in the new region																										

Owner: Chief Information Officer, Manager of Finance and Business Affairs, National Growth Team Operations Lead

Key stakeholders: Executive Director, Chief Growth Officer

Operations (for new school-site)

	SY 14-15														SY 15-16													
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug		
Facilities																												
• Identify short list of possible locations																												
• Develop a multi-faceted facilities plan																												
• Build / develop school facility																												
Maintenance																												
• Identify vendor for maintenance services																												
• Contract with maintenance vendor																												
Procurement																												
• Identify opportunities for bulk purchasing																												
• Research and select school meal and security vendor																												
• Modify insurance or obtain additional insurance																												
• Order desks, furniture, classroom equipment, as needed																												
• Order supplies																												
• Install furniture and equipment																												
Transportation																												
• Develop a transportation plan once facility location finalized and recruitment underway																												
SAC																												
• Understand local requirements of school-site councils (SAC)																												
• Build SAC templates for upcoming year																												
• Begin recruiting members																												

Owner: Director of Operations, Manager of Finance and Business Affairs, National Growth Team Operations Lead

Key stakeholders: Executive Director, Chief Growth Officer

New Application Budget and Cash Flow Template Instructions

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SEVEN tabs in GREEN.
- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All 'Notes' and 'Descriptions of Assumptions' columns are editable. Adding as much detail as possible in these columns is encouraged.

School Info Tab

- Enter in the Lead Applicant's name, email and phone number.
- In the row 'Year One' select the fiscal year the school will be in it's first operational year.
- In the row 'School Days' enter in the number of days the proposed school will be open for instruction.

Enrollment Tab

- Enrollment Section; Enter in cells D8 - M20 the anticipated enrollment for the proposed school by grade by year. The first five years are mandatory as those enrollment assumptions will directly impact the five year budget/operational plan.
- Student Population Section; Enter in cells D29 - M60 (gray only) the anticipated percentage of students for each population designation. These percentages entered will automatically generate the number of students anticipated for that designation based on the total enrollment entered.
- Under the Student Population section, certain designations, i.e. Average Daily Membership, contain comments in the cells where the line name exists. These comments are provided for additional guidance.

Personnel Tab

- Column C; Enter in the position title.
- Column D; Select from the drop down a category for which that position falls into. Categories contained in the dropdown align with the '5 YR Budget', 'Start-Up Budget' and 'Cash Flow' tabs.
***PLEASE NOTE** - Before selecting a category be sure to select the '5 YR Budget' tab to see where each category falls under in terms of the Personnel section.*
- Column E; Enter in the starting salary for that given position.
- Column F - J; Enter in the full-time equivalent (FTE) for that particular position for the given year.
- Cells N3 - R3; Enter in the anticipated percentage of salary increases for that given year. The table below row 3 will automatically calculate given the percentage entered, FTE and starting salary indicated.

Assumptions Tab

- Column C; All line descriptions are locked and are to remain locked except those shaded gray and named 'Custom'. Those lines can be edited by the applicant.
- Column E; Select either option 1 or option 2.
Option 1; Will generate a total based on a per pupil basis. For example, if an estimation of \$100 per student is desired, select option 1 in column E for that particular line and in column F (shaded green) enter in \$100. If enrollment is 100 students then the total for that line will be \$10,000 in Year 1.
Option 2; Will generate a total based on the school. For example, if the desired amount for that line is \$25,000 for the year, select option 2 in column E for that particular line and in column F (shaded blue) enter in \$25,000.
- Columns H-L; enter in the percentage increase OR decrease that is anticipated for that particular line from year to year.
*** PLEASE NOTE** - In the 'Payroll Taxes and Benefits' section; percentages entered will be that of total payroll for that particular year and NOT percentage of increase from year to year.*

5 YR Budget Tab

- Nothing needs to be entered into this tab other than assumptions in the 'Descriptions of Assumptions' column, column J. ALL revenues and expenses are automatically calculated based on the 'Enrollment', 'Personnel' and 'Assumptions' tabs.

Start-Up Budget Tab

- Column D; Enter the revenues and expense the proposed school expects to receive and incur during the start-up period.

Cash Flow Tab

- Columns D - J; Enter the revenues and expenses the proposed school anticipates receiving and incurring during the start-up phase in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures entered into the 'Start-Up Budget' tab. As a checks and balances, column K will compare the 'Start-Up Budget' tab versus the total column, column J, of the Cash Flow tab to ensure accuracy.
- Columns N - Y; Enter the revenues and expenses the proposed school anticipates receiving and incurring during YEAR 1 in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures calculated in the '5 YR Budget' tab, column D. As a checks and balances, column AA will compare the '5 YR Budget' tab, Year 1, versus the total column, column Z, of the Cash Flow tab to ensure accuracy.

Green Dot Seattle (Opening Fall 2016)

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name: Nithya Rajan

Contact Email:

Contact Phone:

Year One: 2015-16

School Days: 180

REVENUE AND EXPENSE ASSUMPTIO

2016-2017 2017-2018 2018-2019 2019-2020 2020-2021

ASSUMPTION KEY	
1	PER STUDENT
2	PER SCHOOL

Enter the % increase below for which the amount entered in column # should increase each year.

REVENUE

STATE REVENUES

Per Pupil Funding - Basic Education	1	5,390.00
Per Pupil Funding - Special Education	1	9,236.00
Per Pupil Funding - Learning Assistance Program	1	453.00
Per Pupil Funding - Transitional Bilingual	1	909.00
Per Pupil Funding - Highly Capable	1	-
Per Pupil Funding - Transportation	1	381.08
Custom State Funding #1 (Example: Reduced Breakfast)	1	-
Custom State Funding #2 (Example: Reduced Lunch)	1	-
Custom State Funding #3 (Example: WA Kids)	1	-

0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

TOTAL STATE REVENUES

FEDERAL REVENUES

Free Breakfast Reimbursement	1	1.58
Reduced Breakfast Reimbursement	1	1.78
Paid Breakfast Reimbursement	1	0.28
Free Lunch Reimbursement	1	2.93
Reduced Lunch Reimbursement	1	2.53
Paid Lunch Reimbursement	1	0.28
Snack Reimbursement	1	0.80
Text I	1	400.00
Text II	1	-
Text III	1	375.00
IDEA Funding	1	1,433.00
CSP	2	-
Custom Federal Funding #1 (Example: Vocational)	1	-
Custom Federal Funding #2	1	-
Custom Federal Funding #3	1	-

0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

TOTAL FEDERAL REVENUES

LOCAL & OTHER REVENUES

Contributions and Donations	1	-
Fundraising (Rev.)	2	1,928,029.91
Erate Reimbursement	1	-
Earnings on Investments	1	-
Interest Income	1	-
Food Service (Income from meals)	2	47,246.36
Text Book	1	-
Local Levy Funding - Maintenance and Operations	1	1,817.00
Custom Local & Other Funding #1	1	-
Custom Local & Other Funding #2	1	-
Custom Local & Other Funding #3	1	-

0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	-33.84%	-68.43%	-100.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	200.00%	66.67%	20.00%	16.67%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	100.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

TOTAL LOCAL & OTHER REVENUES

TOTAL REVENUE

REVENUE AND EXPENSE ASSUMPTIO

2015-2017 2017-2018 2018-2019 2019-2020 2020-2021

ASSUMPTION KEY	
1	PER STUDENT
2	PER SCHOOL

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

- Executive Management
- Instructional Management
- Deans, Directors & Coordinators
- CEO / Director of Finance
- Operation / Business Manager
- Administrative Staff
- Other - Administrative

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

INSTRUCTIONAL PERSONNEL COSTS

- Teachers - Regular
- Teachers - SPED
- Substitute Teachers
- Teaching Assistants
- Specialty Teachers
- Aides
- Therapists & Counselors
- Other - Instructional

TOTAL INSTRUCTIONAL PERSONNEL COSTS

NON-INSTRUCTIONAL PERSONNEL COSTS

- Nurse
- Librarian
- Custodian
- Security
- Other - Non-Instructional

TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS

TOTAL PERSONNEL EXPENSES

PAYROLL TAXES AND BENEFITS

- Social Security
- Medicare
- State Unemployment
- Worker's Compensation Insurance
- Custom Other Tax #1
- Custom Other Tax #2
- Health Insurance
- Dental Insurance
- Vision Insurance
- Life Insurance
- Retirement Contribution
- Custom Fringe #1
- Custom Fringe #2

For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.					
6.20%	6.20%	6.20%	6.20%	6.20%	6.20%
1.45%	1.45%	1.45%	1.45%	1.45%	1.45%
2.02%	2.02%	2.02%	2.02%	2.02%	2.02%
1.70%	1.70%	1.70%	1.70%	1.70%	1.70%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
11.00%	11.00%	11.00%	11.00%	11.00%	11.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
11.00%	11.00%	11.00%	11.00%	11.00%	11.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

TOTAL PAYROLL TAXES AND BENEFITS

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

CONTRACTED SERVICES

- Accounting / Audit
- Legal
- Management Company Fee
- Nurse Services
- Food Service / School Lunch
- Payroll Services
- Special Ed Services
- Talent Services (i.e. Title I)
- Professional Consulting
- Authorizer Oversight Fee
- Custom Contracted Services #3

2	5,000.00
2	2,500.00
1	1,335.00
2	-
1	775.50
2	600.00
2	54,600.00
2	-
2	15,000.00
1	215.60
2	-

Enter the % increase below for which the amount entered in column F should increase each year.					
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	116.67%	47.31%	12.46%	8.43%	8.43%
0.00%	200.00%	66.67%	20.00%	16.67%	16.67%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

TOTAL CONTRACTED SERVICES

REVENUE AND EXPENSE ASSUMPTIO

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ASSUMPTION KEY						
	1	PER STUDENT				
	2	PER SCHOOL				
SCHOOL OPERATIONS						
Board Expenses	2	-	0.00%	0.00%	0.00%	0.00%
Classroom / Teaching Supplies & Materials	2	6,000.00	0.00%	158.33%	51.61%	17.02%
Special Ed Supplies & Materials	2	-	0.00%	0.00%	0.00%	0.00%
Textbooks / Workbooks	2	97,625.00	0.00%	21.77%	-17.83%	10.88%
Supplies & Materials other	1	75.00	0.00%	0.00%	0.00%	0.00%
Equipment / Furniture	2	144,700.00	0.00%	-15.2%	-50.58%	-3.00%
Telephone	2	10,000.00	0.00%	100.00%	0.00%	7.50%
Technology	2	274,562.50	0.00%	49.44%	-3.64%	9.14%
Student Testing & Assessment	1	50.00	0.00%	0.00%	0.00%	0.00%
Field Trips	1	25.00	0.00%	0.00%	0.00%	0.00%
Transportation (student)	1	381.08	0.00%	0.00%	0.00%	0.00%
Student Services - other	1	95.00	0.00%	0.00%	0.00%	0.00%
Office Expense	1	75.00	0.00%	0.00%	0.00%	0.00%
Staff Development	2	2,400.00	0.00%	116.67%	42.31%	12.16%
Staff Recruitment	2	-	0.00%	0.00%	0.00%	0.00%
Student Recruitment / Marketing	2	27,000.00	0.00%	0.00%	0.00%	0.00%
School Meals / Lunch	2	-	0.00%	0.00%	0.00%	0.00%
Travel (staff)	2	-	0.00%	0.00%	0.00%	0.00%
Fundraising	2	-	0.00%	0.00%	0.00%	0.00%
Service/bridge	2	12,804.00	0.00%	0.00%	0.00%	0.00%
Stipends	1	50.00	0.00%	0.00%	0.00%	0.00%
Substitutes	1	100.00	0.00%	0.00%	0.00%	0.00%
TOTAL SCHOOL OPERATIONS						
FACILITY OPERATION & MAINTENANCE						
Insurance	1	25.00	0.00%	0.00%	0.00%	0.00%
Janitorial Services	2	40,000.00	0.00%	0.00%	0.00%	0.00%
Building and Land Rent / Lease	1	976.19	0.00%	19.62%	0.00%	0.00%
Repairs & Maintenance	2	262,500.00	0.00%	0.00%	0.00%	0.00%
Security Services	2	10,000.00	0.00%	0.00%	0.00%	0.00%
Utilities	2	218,750.00	0.00%	0.00%	0.00%	0.00%
Low Voltage	2	29,167.00	0.00%	0.00%	0.00%	0.00%
Custom Facilities Operations #2	2	-	0.00%	0.00%	0.00%	0.00%
Custom Facilities Operations #3	2	-	0.00%	0.00%	0.00%	0.00%
TOTAL FACILITY OPERATION & MAINTENANCE						
RESERVES / CONTINGENCY	2	-	0.00%	0.00%	0.00%	0.00%
TOTAL EXPENSES						
NET OPERATING INCOME (before Depreciation)						
DEPRECIATION & AMORTIZATION	2	-	0.00%	0.00%	0.00%	0.00%
NET OPERATING INCOME (including Depreciation)						

6)

NS

NOTES

Per the Washington State Charter School Commission
Per the Washington State Charter School Commission
Per the Washington State Charter School Commission
Per the Washington State Charter School Commission

OSPI Allocation per enrolled student.

<http://www.k12.wa.us/charter/charter/Programs/CACFP/Claims.aspx>
<http://www.k12.wa.us/charter/charter/Programs/CACFP/Claims.aspx>
<http://www.k12.wa.us/charter/charter/Programs/CACFP/Claims.aspx>
<http://www.k12.wa.us/charter/charter/Programs/CACFP/Claims.aspx>
<http://www.k12.wa.us/charter/charter/Programs/CACFP/Claims.aspx>
<http://www.k12.wa.us/charter/charter/Programs/CACFP/Claims.aspx>
Charter School Development Center (CSDC) Analysis

CSDC Analysis
CSDC Analysis

Anticipated grant funding from National Foundations
Didn't include eratable costs or revenues given high FRL

Based on percentage of paid lunch students * sum of reimbursement rates.

Predicted half-year eligibility from the planning year itself given the current levy cycle

6)

NS

NOTES

Analyzed district rates and worked with EdTech

Estimated per school share; additional costs covered by the Region.
Estimated per school share; additional costs covered by the Region.
Current estimated shared services fee to Green Dot Public Schools National

103% of total revenue for food services / number of students
\$25 per employee; increases over life of work.
Estimated to be \$7,000 per SFED student.

Covers Safe and Civil (conflict and discipline consultants) and other consultants as needed.
4% of Basic Education Rate.

6)

NS

NOTES

Covered at the region.

Classroom Materials and Supplies driven by the number of teachers.

Costs included in classroom supplies / materials (based on total teacher count, incl. SPED) and consultants.

Textbooks and other books - purchase and replacement; purchase phased-in with student population.

Printing and Copying Expense

Classroom equipment (scales by teacher - projectors, smart boards, VOIP phones), classroom FFE (scales by teacher), and office ITE

Telecommunications and cell phone equipment; accommodates a periodic refresh of equipment.

Computers, laptop carts, non-education software, education software, equipment repair

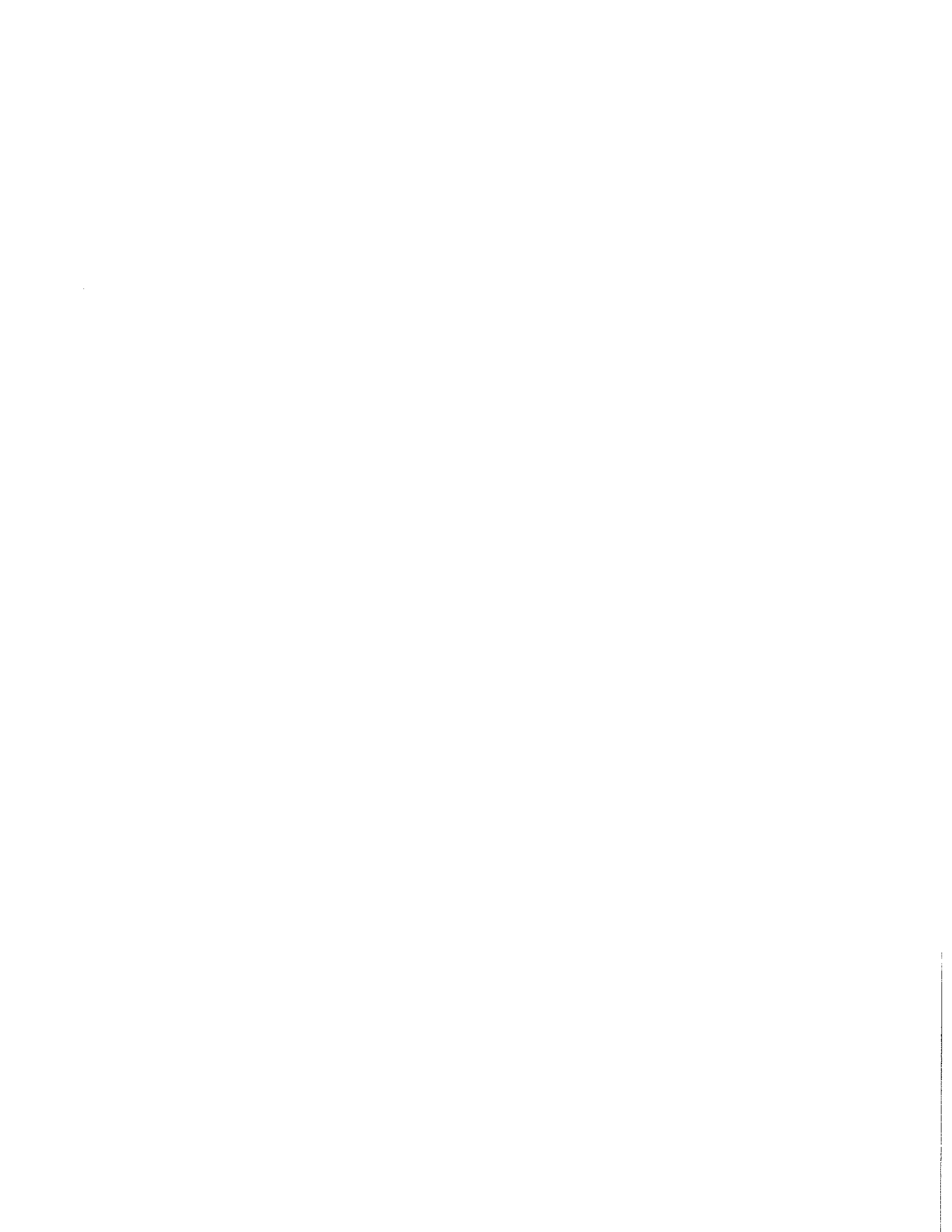
Presumed cost neutral program.

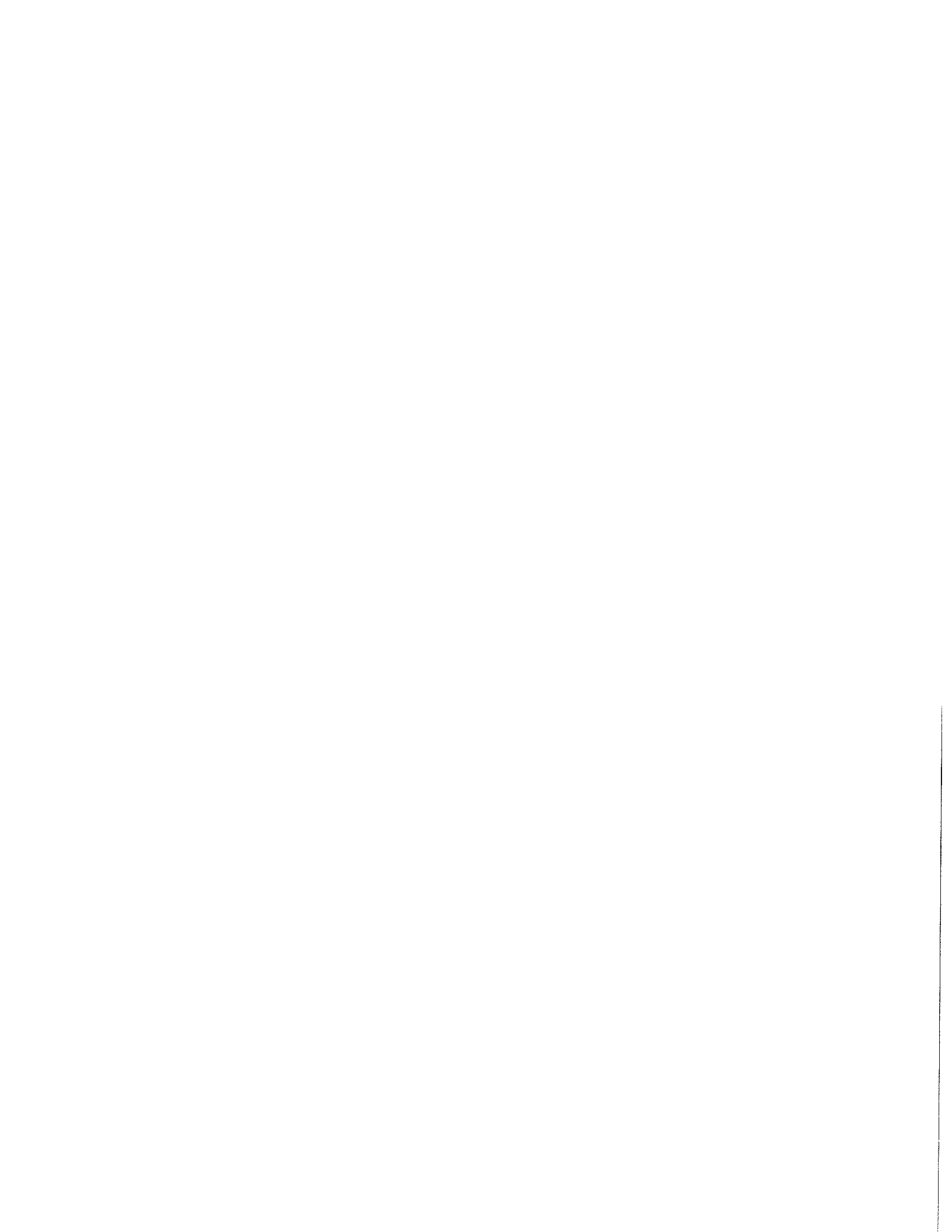
Elective equipment (\$25 per student), student events (\$50 per student), student supplies (\$25 per student) based on GD experience.

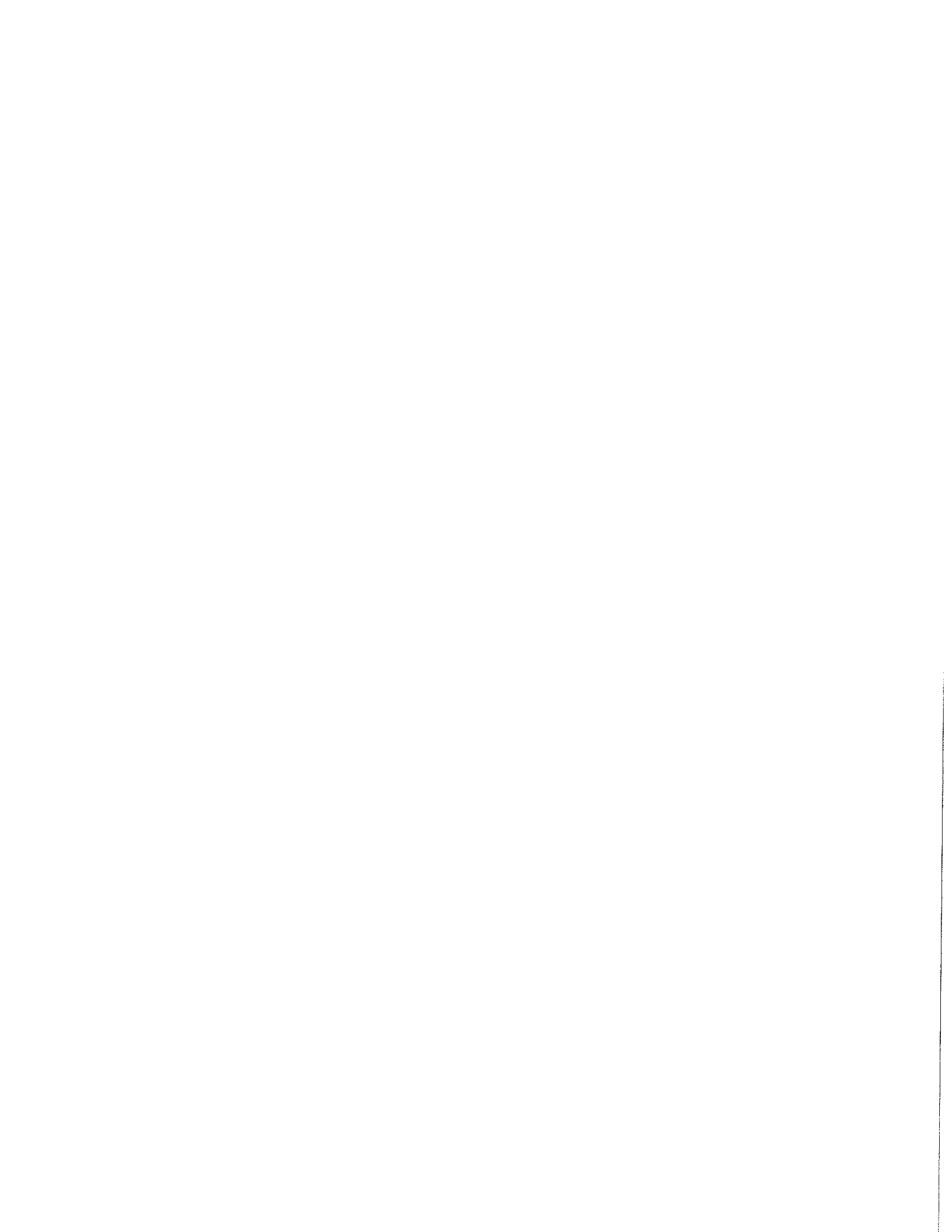
Office Materials and Supplies.

Includes employee development

Included subs here since we don't pay benefits







Green Dot Seattle (Opening Fall)
PROJECTED BUDGET / OPERATING PLAN FOR INIT

SUMMARY					
Total Revenue	3,755,846	7,545,374	10,797,862	12,460,119	14,536,806
Total Expenses	3,755,846	7,545,374	10,797,862	12,305,654	13,424,018
Net Income	-	-	-	154,435	1,112,788
Revenue Per Pupil	22,093	14,795	12,703	12,216	12,216
Expenses Per Pupil	22,093	14,755	12,703	12,054	11,281

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

REVENUE					
STATE REVENUES					
Per Pupil Funding - Basic Education	916,300	2,748,900	4,581,500	5,497,800	6,414,100
Per Pupil Funding - Special Education	142,419	427,258	712,095	854,515	955,934
Per Pupil Funding - Learning Assistance Program	58,245	174,736	291,227	349,472	407,718
Per Pupil Funding - Transitional Bilingual	20,089	60,267	100,445	120,533	140,622
Per Pupil Funding - Highly Capable	-	-	-	-	-
Per Pupil Funding - Transportation	64,784	194,351	323,918	389,702	453,435
Custom State Funding #1 (Example: Reduced)	-	-	-	-	-
Custom State Funding #2 (Example: Reduced)	-	-	-	-	-
Custom State Funding #3 (Example: WA Kids)	-	-	-	-	-
TOTAL STATE REVENUES	\$ 1,201,837	\$ 3,605,511	\$ 6,009,185	\$ 7,211,028	\$ 8,412,650
FEDERAL REVENUES					
Free Breakfast Reimbursement	27,558	82,675	137,792	165,350	192,909
Reduced Breakfast Reimbursement	5,209	15,628	26,047	31,256	36,465
Paid Breakfast Reimbursement	2,116	6,349	10,581	12,658	14,814
Free Lunch Reimbursement	51,105	153,315	255,525	306,630	357,735
Reduced Lunch Reimbursement	10,297	30,890	51,433	61,780	71,076
Paid Lunch Reimbursement	2,116	6,349	10,581	12,658	14,814
Snack Reimbursement	23,256	69,768	116,260	139,536	162,792
Title I	50,320	150,560	251,600	301,920	352,240
Title II	-	-	-	-	-
Title III	3,668	11,603	19,338	23,205	27,073
IDEA Funding	38,978	116,933	194,853	235,856	272,843
CSF	-	-	-	-	-
Custom Federal Funding #1 (Example: Vocational)	-	-	-	-	-
Custom Federal Funding #2	-	-	-	-	-
Custom Federal Funding #3	-	-	-	-	-
TOTAL FEDERAL REVENUES	\$ 214,823	\$ 644,469	\$ 1,074,115	\$ 1,288,938	\$ 1,503,761
LOCAL & OTHER REVENUES					
Contributions and Donations	-	-	-	-	-
Fundraising (Rev.)	1,988,050	1,315,315	414,430	-	-
Estate Reimbursement	-	-	-	-	-
Earnings on Investments	-	-	-	-	-
Interest Income	-	-	-	-	-
Food Service (Income from meals)	42,246	126,739	211,232	253,478	295,725
Text Book	-	-	-	-	-
Local Levy Funding - Maintenance and Operations	308,890	1,853,340	3,058,900	3,706,650	4,324,450
Custom Local & Other Funding #2	-	-	-	-	-
Custom Local & Other Funding #3	-	-	-	-	-
TOTAL LOCAL & OTHER REVENUES	\$ 2,339,166	\$ 3,295,394	\$ 3,714,562	\$ 3,960,118	\$ 4,620,185
TOTAL REVENUE	\$ 3,755,846	\$ 7,545,374	\$ 10,797,862	\$ 12,460,119	\$ 14,536,806

**Green Dot Seattle (Opening Fall
PROJECTED BUDGET / OPERATING PLAN FOR INIT**

SUMMARY					
	3,755,846	7,545,374	10,797,882	12,460,115	14,535,826
Total Revenue	3,755,846	7,545,374	10,797,882	12,305,621	13,424,018
Total Expenses	-	-	-	354,433	3,112,783
Net Income	22,093	14,795	12,703	12,216	12,216
Revenue Per Pupil	22,093	14,795	12,703	12,064	11,281
Expenses Per Pupil	-	-	-	-	-
	YEAR 1 2016-2017	YEAR 2 2017-2018	YEAR 3 2018-2019	YEAR 4 2019-2020	YEAR 5 2020-2021
EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	-	-	-	-	-
Instructional Management	310,000	440,000	640,000	640,000	640,000
Deans, Directors & Coordinators	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-
Administrative Staff	135,460	215,520	215,520	215,520	215,520
Other - Administrative	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 445,460	\$ 655,520	\$ 855,520	\$ 855,520	\$ 855,520
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	600,000	1,380,000	2,100,000	2,460,000	2,820,000
Teachers - SPED	60,000	180,000	300,000	360,000	360,000
Substitute Teachers	-	-	-	-	-
Teaching Assistants	-	-	-	-	-
Specialty Teachers	60,000	300,000	470,000	480,000	540,000
Aides	43,320	108,300	151,620	173,260	173,260
Therapists & Counselors	135,000	200,000	320,000	320,000	320,000
Other - Instructional	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 898,320	\$ 2,168,300	\$ 3,291,620	\$ 3,793,280	\$ 4,213,280
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	22,800	45,600	45,600	45,600	45,600
Other - Non-Instructional	17,500	35,000	35,000	35,000	35,000
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ 40,300	\$ 80,600	\$ 80,600	\$ 80,600	\$ 80,600
TOTAL PERSONNEL EXPENSES	\$ 1,354,080	\$ 2,904,420	\$ 4,227,740	\$ 4,729,400	\$ 5,149,400
PAYROLL TAXES AND BENEFITS					
Social Security	65,813	180,074	262,120	233,223	319,263
Medicare	20,069	42,114	61,302	68,576	74,666
State Unemployment	27,558	58,669	85,400	95,534	104,018
Worker's Compensation Insurance	23,529	49,375	71,872	80,400	87,540
Custom Other Tax #1	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-
Health Insurance	152,249	319,456	465,051	520,234	566,434
Dental Insurance	-	-	-	-	-
Vision Insurance	-	-	-	-	-
Life Insurance	-	-	-	-	-
Retirement Contribution	152,249	319,456	465,051	520,234	566,434
Custom Fringe #1	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 461,867	\$ 959,205	\$ 1,410,797	\$ 1,578,201	\$ 1,718,355
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 1,845,847	\$ 3,873,625	\$ 5,638,537	\$ 6,307,601	\$ 6,867,755
CONTRACTED SERVICES					
Accounting / Audit	5,000	5,000	5,000	5,000	5,000
Legal	2,500	2,500	2,500	2,500	2,500
Management Company Fee	226,550	660,650	1,134,750	1,361,700	1,588,650
Nurse Services	-	-	-	-	-
Food Service / School Lunch	131,903	395,709	659,515	791,418	923,321
Payroll Services	600	1,200	1,850	2,075	2,250
Special Ed Services	54,400	163,200	272,000	326,400	380,800
Tablet Services (i.e. Title I)	-	-	-	-	-
Professional Consulting	15,000	15,000	15,000	15,000	15,000
Authorizer Oversight Fee	36,652	109,956	183,260	219,912	256,564
Custom Contracted Services #3	-	-	-	-	-
TOTAL CONTRACTED SERVICES	\$ 473,005	\$ 1,373,515	\$ 2,273,875	\$ 2,724,005	\$ 3,174,055

**Green Dot Seattle (Opening Fall
PROJECTED BUDGET / OPERATING PLAN FOR INIT**

SUMMARY					
Total Revenue	3,755,846	7,545,374	10,797,862	12,450,119	14,536,626
Total Expenses	3,755,846	7,545,374	10,797,862	12,305,684	13,474,618
Net Income	-	-	-	154,435	1,112,788
Revenue Per Pupil	22,093	14,735	12,703	12,216	12,216
Expenses Per Pupil	22,093	14,735	12,703	12,064	11,281

	YEAR 1 2016-2017	YEAR 2 2017-2018	YEAR 3 2018-2019	YEAR 4 2019-2020	YEAR 5 2020-2021
SCHOOL OPERATIONS					
Board Expenses	-	-	-	-	-
Classroom / Teaching Supplies & Materials	6,000	15,500	23,500	27,500	31,000
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	97,625	118,875	97,625	108,250	76,375
Supplies & Materials other	12,750	38,250	63,750	76,500	89,250
Equipment / Furniture	144,700	121,300	59,550	58,150	20,650
Telephone	10,000	20,000	20,000	21,500	20,000
Technology	274,563	410,315	395,383	431,511	269,011
Student Testing & Assessment	8,500	25,500	42,500	51,000	59,500
Field Trips	4,250	12,750	21,250	25,500	29,750
Transportation (student)	64,784	194,351	323,918	388,702	453,485
Student Services - other	16,150	48,450	80,750	95,900	113,050
Office Expense	12,750	38,250	63,750	76,500	89,250
Staff Development	2,400	5,200	7,600	8,500	9,000
Staff Recruitment	-	-	-	-	-
Student Recruitment / Marketing	22,000	22,000	22,000	22,000	22,000
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	-	-	-	-	-
Fundraising	-	-	-	-	-
Summerbridge	12,804	12,804	12,804	12,804	12,804
Stipends	8,500	25,500	42,500	51,000	59,500
Substitutes	17,000	51,000	85,000	102,000	119,000
TOTAL SCHOOL OPERATIONS	\$ 714,775	\$ 1,160,045	\$ 1,362,080	\$ 1,558,116	\$ 1,473,615
FACILITY OPERATION & MAINTENANCE					
Insurance	4,250	12,750	21,250	25,500	29,750
Janitorial Services	40,000	40,000	40,000	40,000	40,000
Building and Land Rent / Lease	157,452	565,012	941,704	1,130,045	1,318,355
Repairs & Maintenance	262,500	262,500	262,500	262,500	262,500
Security Services	10,000	10,000	10,000	10,000	10,000
Utilities	218,750	218,750	218,750	218,750	218,750
Low Voltage	29,167	29,167	29,167	29,167	29,167
Custom Facilities Operations #2	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 722,119	\$ 1,438,189	\$ 1,529,371	\$ 1,715,962	\$ 1,909,553
RESERVES / CONTINGENCY					
TOTAL EXPENSES	\$ 3,755,846	\$ 7,545,374	\$ 10,797,862	\$ 12,305,684	\$ 13,424,018
NET OPERATING INCOME (before Depreciation)	\$ -	\$ -	\$ -	\$ 154,435	\$ 1,112,788
DEPRECIATION & AMORTIZATION	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ -	\$ -	\$ -	\$ 154,435	\$ 1,112,788

2016)
IAL CHARTER PERIOD

Description of Assumptions

2016)
IAL CHARTER PERIOD

Description of Assumptions

2016)
TAL CHARTER PERIOD

Description of Assumptions

Green Dot Seattle (Opening Fall 2016)
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	682,057
Total Expenses	682,057
Net Income	0
Revenue Per Pupil	
Expenses Per Pupil	

Description of Assumptions

Start-Up Period

REVENUE

STATE REVENUES

Per Pupil Funding - Basic Education	-
Per Pupil Funding - Special Education	-
Per Pupil Funding - Learning Assistance Program	-
Per Pupil Funding - Transitional Bilingual	-
Per Pupil Funding - Highly Capable	-
Per Pupil Funding - Transportation	-
Custom State Funding #1 (Example: Reduced	-
Custom State Funding #2 (Example: Reduced Lunch)	-
Custom State Funding #3 (Example: WA Kids)	-
TOTAL STATE REVENUES	\$ -

FEDERAL REVENUES

Free Breakfast Reimbursement	-
Reduced Breakfast Reimbursement	-
Paid Breakfast Reimbursement	-
Free Lunch Reimbursement	-
Reduced Lunch Reimbursement	-
Paid Lunch Reimbursement	-
Snack Reimbursement	-
Title I	-
Title II	-
Title III	-
IDEA Funding	-
CSP	-
Custom Federal Funding #1 (Example: Vocational)	-
Custom Federal Funding #2	-
Custom Federal Funding #3	-
TOTAL FEDERAL REVENUES	\$ -

LOCAL & OTHER REVENUES

Contributions and Donations	-
Fundraising (Rev.)	682,057
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
Local Levy Funding - Maintenance and Operations	-
Custom Local & Other Funding #2	-
Custom Local & Other Funding #3	-
TOTAL LOCAL & OTHER REVENUES	\$ 682,057

TOTAL REVENUE	\$ 682,057
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Green Dot Seattle (Opening Fall 2016)
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	682,057
Total Expenses	682,057
Net Income	0
Revenue Per Pupil	
Expenses Per Pupil	

Description of Assumptions

Start-Up
Period

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	90,000	9 months of the Principal's time - hiring, community engagement
Instructional Management	-	
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	-	
Administrative Staff	27,700	3 months of the Office Manager's time + 6 months of the Parent Coordinator's time - student recruiting
Other - Administrative	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 117,700	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	35,000	3 months of the Counselor and Psychologist's time - master schedule preparation and 3 months of the
Other - Instructional	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 35,000	

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-
Librarian	-
Custodian	-
Security	-
Other - Non-Instructional	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -

TOTAL PERSONNEL EXPENSES

\$ 152,700

PAYROLL TAXES AND BENEFITS

Social Security	9,467	See assumptions tab
Medicare	2,214	See assumptions tab
State Unemployment	3,085	See assumptions tab
Worker's Compensation Insurance	2,596	See assumptions tab
Custom Other Tax #1	-	
Custom Other Tax #2	-	
Health Insurance	16,797	See assumptions tab
Dental Insurance	-	
Vision Insurance	-	
Life Insurance	-	
Retirement Contribution	16,797	See assumptions tab
Custom Fringe #1	-	
Custom Fringe #2	-	
TOTAL PAYROLL TAXES AND BENEFITS	\$ 50,956	

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

\$ 203,656

CONTRACTED SERVICES

Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Professional Consulting	-
Authorizer Oversight Fee	-
Custom Contracted Services #3	-
TOTAL CONTRACTED SERVICES	\$ -

Green Dot Seattle (Opening Fall 2016)
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	682,057
Total Expenses	682,057
Net Income	0
Revenue Per Pupil	
Expenses Per Pupil	

Description of Assumptions

Start-Up
Period

SCHOOL OPERATIONS

Board Expenses	-	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	82,500	\$250 per student for Yr 1 students, \$40,000 in upfront reference materials investments
Supplies & Materials other	65,000	\$50K in office materials and supplies and \$15K in printing expense
Equipment / Furniture	98,900	\$40K in classroom equipment (smart boards, etc.) and \$60K in classroom FFE
Telephone	750	Cell phone costs
Technology	121,130	Computers and start-up software
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	75,000	Elective equipment
Office Expense	-	
Staff Development	-	
Staff Recruitment	-	
Student Recruitment / Marketing	30,000	Heavy student recruiting in Year 1 to create brand awareness
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Summerbridge	5,121	1 week of Summerbridge; 2 weeks in subsequent years
Stipends	-	
Substitutes	-	
TOTAL SCHOOL OPERATIONS	\$ 478,401	

FACILITY OPERATION & MAINTENANCE

Insurance	-
Janitorial Services	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Security Services	-
Utilities	-
Low Voltage	-
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-
TOTAL FACILITY OPERATION & MAINTENANCE	-

TOTAL FACILITY OPERATION & MAINTENANCE

\$ -

RESERVES / CONTINGENCY

-

TOTAL EXPENSES

\$ 682,057

NET OPERATING INCOME (before Depreciation)

\$ 0

DEPRECIATION & AMORTIZATION

-

NET OPERATING INCOME (including Depreciation)

\$ 0

**Green Dot Seattle (Opening Fall 2016)
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

SUMMARY	CHECK vs. Budget (Must Be Zero)						Description of Assumptions
	January	February	March	April	May	June	
Total Revenue	61,348	21,337	19,337	45,211	45,211	489,612	(0)
Total Expenses	61,348	21,337	19,337	45,211	45,211	489,612	(0)
Net Income	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Ending Cash Balance	-	-	-	-	-	-	-

REVENUE	January	February	March	April	May	June	TOTAL
STATE REVENUES							
Per Pupil Funding - Basic Education	-	-	-	-	-	-	-
Per Pupil Funding - Special Education	-	-	-	-	-	-	-
Per Pupil Funding - Learning Assistance Program	-	-	-	-	-	-	-
Per Pupil Funding - Transitional Bilingual	-	-	-	-	-	-	-
Per Pupil Funding - Highly Capable	-	-	-	-	-	-	-
Per Pupil Funding - Transportation	-	-	-	-	-	-	-
Custom State Funding #1 (Example: Reduced Lunch)	-	-	-	-	-	-	-
Custom State Funding #2 (Example: Reduced Lunch)	-	-	-	-	-	-	-
Custom State Funding #3 (Example: WA Kids)	-	-	-	-	-	-	-
TOTAL STATE REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

FEDERAL REVENUES	January	February	March	April	May	June	TOTAL
Free Breakfast Reimbursement	-	-	-	-	-	-	-
Reduced Breakfast Reimbursement	-	-	-	-	-	-	-
Paid Breakfast Reimbursement	-	-	-	-	-	-	-
Free Lunch Reimbursement	-	-	-	-	-	-	-
Reduced Lunch Reimbursement	-	-	-	-	-	-	-
Paid Lunch Reimbursement	-	-	-	-	-	-	-
Snack Reimbursement	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title II	-	-	-	-	-	-	-
Title III	-	-	-	-	-	-	-
IDEA Funding	-	-	-	-	-	-	-
CSP	-	-	-	-	-	-	-
Custom Federal Funding #1 (Example: Vocational)	-	-	-	-	-	-	-
Custom Federal Funding #2	-	-	-	-	-	-	-
Custom Federal Funding #3	-	-	-	-	-	-	-
TOTAL FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

LOCAL & OTHER REVENUES	January	February	March	April	May	June	TOTAL
Contributions and Donations	-	-	-	-	-	-	-
Fundraising (Rev.)	-	-	-	-	-	-	-
Erase Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
Local Levy Funding - Maintenance and Operations	-	-	-	-	-	-	-
Custom Local & Other Funding #2	-	-	-	-	-	-	-
Custom Local & Other Funding #3	-	-	-	-	-	-	-
TOTAL LOCAL & OTHER REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

TOTAL REVENUE	January	February	March	April	May	June	TOTAL
	\$ 61,348	\$ 21,337	\$ 19,337	\$ 45,211	\$ 45,211	\$ 489,612	\$ 682,057
	\$ 61,348	\$ 21,337	\$ 19,337	\$ 45,211	\$ 45,211	\$ 489,612	\$ 682,057

**Green Dot Seattle (Opening Fall 2016)
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

CHECK vs. Budget
(Must Be Zero)

	January	February	March	April	May	June	TOTAL
SUMMARY							
Total Revenue	61,348	21,337	19,337	45,211	45,211	489,612	682,057
Total Expenses	61,348	21,337	19,337	45,211	45,211	489,612	682,057
Net Income	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Ending Cash Balance	-	-	-	-	-	-	-

Description of Assumptions

(0)

(0)

	January	February	March	April	May	June	TOTAL
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	82,500	82,500
Supplies & Materials other	-	-	-	-	-	65,000	65,000
Equipment / Furniture	-	-	-	-	-	98,000	98,000
Telephone	-	-	-	-	-	750	750
Technology	-	-	-	-	-	121,130	121,130
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	75,000	75,000
Office Expense	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-
Student Recruitment / Marketing	8,000	8,000	6,000	4,000	4,000	-	30,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Summerbridge	-	-	-	-	-	5,121	5,121
Stipends	-	-	-	-	-	-	-
Substitutes	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 8,000	\$ 8,000	\$ 6,000	\$ 4,000	\$ 4,000	\$ 488,402	\$ 478,402
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	-	-	-
Janitorial Services	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
#REF!	-	-	-	-	-	-	-
Security Services	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Low Voltage	-	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
RESERVES / CONTINGENCY							
TOTAL EXPENSES	\$ 61,348	\$ 21,337	\$ 19,337	\$ 45,211	\$ 45,211	\$ 489,612	\$ 682,057
NET OPERATING INCOME (before Depreciation)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DEPRECIATION & AMORTIZATION	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NET OPERATING INCOME (including Depreciation)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Procurement aligned with budget cycle and
Procurement aligned with budget cycle and
Procurement aligned with budget cycle and

Procurement aligned with budget cycle.

Upfront investment in student recruiting prior to

(0)

(0)

Green Dot Seattle (Opening Fall 2016)
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

CHECK vs. Budget
(Must be Zero)

240,367
240,367

240,367

SUMMARY

	July	August	September	October	November	December	January	February	March	April	May	June	July + Subsequent Items	TOTAL
Total Revenue	242,685	255,935	269,787	276,224	277,724	277,724	270,724	270,724	275,787	270,724	270,724	270,724	800,534	3,996,214
Total Expenses	242,685	255,935	269,787	276,224	277,724	277,724	270,724	270,724	276,787	270,724	270,724	270,724	800,534	3,755,646
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-	240,568
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-	240,568

	July	August	September	October	November	December	January	February	March	April	May	June	July + Subsequent Items	TOTAL
6,000	-	-	-	-	-	-	-	-	-	-	-	-	-	6,000
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	1,062.50	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	97,625	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	12,750
Telephone	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	144,700
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	10,000
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	274,563
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	8,500
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	4,250
Student Services - other	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	24,680
Office Expense	1,062.50	1,062.50	1,062.50	1,062.50	1,062.50	1,062.50	1,062.50	1,062.50	1,062.50	1,062.50	1,062.50	1,062.50	1,062.50	16,150
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	12,750
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	2,400
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	22,000
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerbridge	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stipends	405	810	810	810	810	810	810	810	810	810	810	810	810	12,804
Substitutes	810	810	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	8,500
\$ 8,958	\$ 8,927	\$ 15,252	\$ 16,689	\$ 16,689	\$ 19,439	\$ 19,732	\$ 16,189	\$ 16,189	\$ 17,252	\$ 16,189	\$ 16,189	\$ 16,189	\$ 545,999	\$ 714,775
Insurance	354.17	354.17	354.17	354.17	354.17	354.17	354.17	354.17	354.17	354.17	354.17	354.17	354.17	4,250
Janitorial Services	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	40,000
Building and Land Rent / Lease	13,120.99	13,120.99	13,120.99	13,120.99	13,120.99	13,120.99	13,120.99	13,120.99	13,120.99	13,120.99	13,120.99	13,120.99	13,120.99	157,452
Repairs & Maintenance	21,875.00	21,875.00	21,875.00	21,875.00	21,875.00	21,875.00	21,875.00	21,875.00	21,875.00	21,875.00	21,875.00	21,875.00	21,875.00	267,500
#REF!	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security Services	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	10,000
Utilities	18,229.17	18,229.17	18,229.17	18,229.17	18,229.17	18,229.17	18,229.17	18,229.17	18,229.17	18,229.17	18,229.17	18,229.17	18,229.17	218,750
Low Voltage	2,430.58	2,430.58	2,430.58	2,430.58	2,430.58	2,430.58	2,430.58	2,430.58	2,430.58	2,430.58	2,430.58	2,430.58	2,430.58	29,167
Custom Facilities Operations #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
\$ 69,177	\$ 69,177	\$ 69,177	\$ 69,177	\$ 69,177	\$ 69,177	\$ 69,177	\$ 69,177	\$ 69,177	\$ 69,177	\$ 69,177	\$ 69,177	\$ 69,177	\$ 69,177	\$ 722,119
RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	\$ 242,685	\$ 255,935	\$ 269,787	\$ 276,224	\$ 277,724	\$ 277,724	\$ 270,724	\$ 270,724	\$ 276,787	\$ 270,724	\$ 270,724	\$ 270,724	\$ 800,534	\$ 3,755,646
NET OPERATING INCOME (before Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ 240,367
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ 240,367

- Fundraised given summer prep for teachers.
- Purchased prior to end of FY.
- Spreads evenly given summer prep for teachers.
- Purchased prior to the start of school.
- Monthly costs of telecommunication.
- Purchased prior to the start of school.
- Begins in Sept and spreads evenly over the quarter.
- Align to student calendar.
- Align to student calendar.
- Majority spent on staff travel prior to school.
- Recruit extensively prior to school.
- For following FY.
- Align to student calendar.
- Align to student calendar.
- Paid monthly.
- Paid monthly.
- Paid monthly.
- Paid monthly.
- Paid monthly.
- Paid monthly.
- #REF!
- Paid monthly.
- Paid monthly.
- Paid monthly.
- Paid monthly.

Attachment 24 – Green Dot Seattle Budget Narrative

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Overview

In building out the Green Dot Seattle Budget, we looked at comparable costs in existing Green Dot California schools, worked with the Washington State Charter School Association (WSCSA) and EdTec to develop our assumptions. The budget represents our best knowledge of revenue and costs to date, and incorporates our evolving understanding of school launch costs in Washington.

Green Dot Seattle would be the second school in a small cluster of schools that Green Dot would like to open in Washington State over the next five years. In addition to the services and support provided by Green Dot Public Schools National, we will also open a Regional Office in Washington State to support the schools' academic, financial and operational needs. This Regional Office will support both the Green Dot MS in Tacoma as well as Green Dot Seattle.

Green Dot Washington State – School Model

Attachment #24

Key Assumptions – Revenue

- Number of Students: Green Dot plans to operate an independent phase-in span school (grades 6-12) in South Seattle. We plan to start with a 6th grade class. The following year, we will add a 9th grade class so that the upper grades and the middle grades phase in concurrently.
 - Our school budget assumes an enrollment of 1,190 students (170 per grade). Our proposed student-to-teacher ratio in Washington State is approximately 20:1 at scale.
 - Green Dot has assumed an attendance rate of 95% based on the experience of Green Dot's middle independent schools in California.
- Per Pupil Funding - Basic Education Program: \$5,390 per student for Washington State Schools per the Washington State Charter Commission's guidance. The model does not assume an increase in per pupil funding.
- Transportation: \$381 per student based on the assumptions from the Washington State Charter School Commission. To be conservative, we have assumed all students require transportation at this stage. We would amend this assumption once our final facility location is identified.
- Title I Funding: \$400 per FRL student per analysis done by the Charter School Development Center. We are assuming that 74% of our students will qualify for free or reduced priced meals based on student demographics in surrounding areas in South Seattle.
- Learning Assistance Program: \$463 per FRL student based on the assumptions from the Washington State Charter School Commission and assuming that 74% of our students will qualify for free or reduced price meals.
- Special Education Reimbursement: \$5,236 per special education student per the Washington State Charter School Commission up to 12.7% of students. We have assumed a special education population of 16% based on the surrounding districts.



- Please note, the Financial Plan Workbook template did not allow for Green Dot to cap state special education reimbursement at 12.7%. Since Green Dot expects to have a special education population of 16%, the financials overstate special education revenue by approximately \$29,374 in Year 1, \$ 88,122 in Year 2, and \$146,870 in Year 3, \$176,244 in Year 4, and \$205,618 in Year 5 and beyond. Green Dot is aware of this issue and would plan to fundraise additional resources or cut costs as needed.
- IDEA Reimbursement: \$1,433 per special education student per the Charter School Development Center and assuming that 16% of our students have an Individualized Education Program (IEP) based on student demographics at schools surrounding our target location in South Seattle.
- Transitional Bilingual: \$909 per English Language Learner (ELL) per the Washington State Charter Commission.
- Title III Program (ESL): \$175 per English Language Learner (ELL) based on analysis conducted by the Charter School Development Center.
- Local Levy Funding: We assume that the Seattle Maintenance & Operations levy will be passed in November of 2016. We assume revenues of \$3,634 per student beginning in January 2017, based on dividing the current Seattle levy funding of \$183,966,667 by the total SPS May 2013 enrollment of 50,618 (per OSPI District Report Card) to get a per-pupil average.
- Foundation Funding / Federal Grants: Green Dot anticipates receiving philanthropic commitments to cover initial school start-up costs and network support. Green Dot has verbal commitments of up to \$4MM from a national foundation in order to support this work. Green Dot anticipates needing ~\$680K in Year 0, \$1.9MM - \$2.2MM in Year 1 (including estimated SPED funding overage as well as cash needs given that state payments do not start until September), \$1.3MM - \$1.5MM in Year 2 and \$400 - \$500K in Year 4. Green Dot has begun connecting with local Foundations to build relationships and begin fundraising the supplemental resources needed. Lastly, Green Dot is planning to apply for CSP funding and is currently applying for the Federal Expansion and Replication Grant. See the Financial Management Capacity Section for additional details on Green Dot's fundraising experience.
- School Site Fundraising: We have not included any school site fundraising in the school budget.
- After-school Programming: No revenue is assumed from after-school programming since these programs will likely be funded by in-kind contributions or through a partnership with a local community organization. Historically, Green Dot has been able to secure competitive federal grants for this work. The ability for Green Dot to offer after-school programs will depend on the availability of partner organizations and access to funding.
- Breakfast / Lunch / Snack: Green Dot has assumed the standard federal rates for free, reduced and paid breakfast, lunch and snack. Green Dot has predicted that 60% of the population will qualify for free lunch, 14% for reduced lunch and 26% for paid lunch.

	Breakfast	Lunch	Snack
Free	\$1.58	\$2.93	\$0.80
Reduced	\$1.28	\$2.53	\$0.80
Paid	\$0.28	\$0.28	\$0.80

Key Assumptions – Expenses

- School Directors will have some discretion to make spending decisions that are aligned to the goals of the school and meet the needs of students, as long as total spending remains within budget.
- Personnel Expenses:
 - Salary and benefits assumptions are listed in the “Personnel” tab of the Budget Workbook.
 - The model does not assume any increases in inflation or salary expenses since we do not assume any increase in per pupil funding rates.
 - Green Dot Seattle will make every effort to ensure that our compensation and benefits policies are competitive with peer organizations. The chart below provides an overview of Green Dot's proposed compensation structure based on comparable salaries from Green Dot California (so staff members are incentivized to relocate). Salary ranges may be adjusted for local trends. The chart below shows what staffing will look like at once the school is fully enrolled.

	Salary/Wages	Count
School Directors	\$100,000-\$120,000	2.00
Assistant Directors	\$80,000-\$100,000	4.00
Psychologist	\$65,000-\$80,000	1.0
Teacher – ELA	\$50,000-\$60,000	16.00
Teacher – Math	\$50,000-\$60,000	15.00
Teacher – Science	\$50,000-\$60,000	8.00
Teacher – History	\$50,000-\$60,000	8.00
Teacher – Elective	\$50,000-\$60,000	6.00
Teacher – SPED	\$50,000-\$60,000	6.00
Teacher – ELL	\$50,000-\$60,000	3.00
Counselor	\$50,000-\$60,000	4.00
Athletic Director/After School Coordinator	\$35,000	1.0
Office Manager	\$50,000	2.00
SPED Aide	\$21,660	8.00
Campus Aide	\$22,800	2.00

Office Assistant - Full Time	\$27,360	2.00
Parent Coordinator	\$30,400	2.00

- Social Security: 6.2% of salary as suggested by the Washington State Charter School Commission.
 - Medicare: 1.45% of salary per full-time employee per the Washington State Charter School Commission.
 - State Unemployment: 2.02% of salary per full-time employee per the Washington State Charter School Commission.
 - Workers Compensation: 1.7% of salary per full-time employee per EdTec.
 - Health, Dental and Vision: 11% of salary per full-time employee per EdTec and by analyzing district costs within Washington State.
 - Retirement Benefits: 11% of salary per all employee classes per EdTec and by analyzing district costs within Washington State. This presumes Green Dot Employees would join the Public Employees Retirement System.
- Green Dot has budgeted Summer Bridge costs of \$5,034 in Year 0 for two weeks of culture-building, diagnostic testing and remediation before the start of the first year. The costs increase to \$13,000 in future years to account for three additional weeks of student remediation.
 - Green Dot assumes a substitute cost of \$100 per student and a teacher stipend cost of \$50 per student.
 - Staff development is assumed at \$100 per school employee to cover conferences and educational publications. The majority of staff development will be provided internally.
 - Green Dot estimates \$2,000 per SPED student to cover education services and consultant costs. This is in addition to SPED employees employed by the school.
- Books, Educational Materials and Supplies:
 - Green Dot Seattle will spend approximately \$42,500 (\$250 per new student) on books, educational materials and supplies in Year 0, \$85,000 in Years 1 and 2 (since two grades are added each year), and \$42,500 in Years 3 and 4. In addition, Green Dot Seattle will spend \$40,000 on reference materials in Year 0. Twenty-five percent of textbooks are assumed to need replacement every year. Five percent of reference materials are assumed to need replacement every year.



- On an ongoing basis, Green Dot Seattle will spend \$200 per student on testing supplies, office materials and supplies and printing/copying.
- Each teacher will receive \$500 for classroom materials and supplies per year.
- Other Student Related Expenses:
 - In Year 0, Green Dot Seattle will spend \$75,000 for equipment and supplies for electives and \$30,000 for student recruitment.
 - On an ongoing basis, Green Dot Seattle will budget \$120 per student to electives, general student supplies, student events and field trips and \$22,000 to student recruitment.
- Equipment
 - In Year 0, Green Dot Seattle will spend ~\$100,000 for classroom equipment, classroom FFE, and Office FFE. Classroom equipment includes smart boards and projectors.
 - Green Dot will spend another \$144,700 in Year 1, \$121,300 in Year 2, \$59,950 in Year 3, \$58,150 in Year 4, and \$20,650 in Year 5 respectively on classroom equipment until the school has reached scale.
 - Estimates for classroom and office furniture, fixtures and equipment (FFE) (e.g., desks, chairs, file cabinets) are approximately \$4,500 per classroom.
- Technology:
 - Green Dot Seattle will spend approximately \$121,130 in Year 0 on new student and staff computers. On an ongoing basis, Green Dot Seattle will spend on between \$270,000 - \$400,000 on computers, laptop carts, educational software, non-educational software and equipment repair.
 - Technology is critical for the intervention courses Green Dot runs as well as online testing will be required for the transition to Common Core assessments.
 - Depending on how much school start-up philanthropy Green Dot receives, Green Dot may either purchase or lease its staff and student computers. Green Dot's laptop refresh policy is every three years.
 - At scale, Green Dot Seattle will have six student computer labs or laptop carts (~180 computers). In addition, we have planned for 80 computers to be placed in various classrooms to provide students with online educational and remediation programs.
 - Administrators, teachers and office staff laptops are included as well.

- Education technology licenses include programs such as Read 180, System 44 and APEX. Ongoing costs include books and materials that supplement the online educational programs.
- Non-educational software includes expenditures associated to the firewall, student information system, asset tracking software and other data applications.
- E-rate revenues and expenses have not been not included.
- Facilities:
 - We assume a 10% per enrolled student for facilities occupancy cost since Green Dot will partner with the Washington State Facilities Fund.
 - This 10% is applied to all public funds (excluding the school nutrition program).
 - Green Dot Seattle will spend approximately \$200,000 - \$220,000 each year on utilities (gas, electric, water), routine maintenance and custodial costs. This accounts for the larger facility size for the span school as well as higher utility costs than Green Dot's California schools given additional heating expenses.
- Services, Other Operating Expenses:
 - Transportation for Washington State schools is estimated to cost \$381.08, presuming a cost-neutral program.
 - The federal reimbursement revenue for school food will cover the majority of school food expenditures; Green Dot anticipates a small percentage loss (~3%) from school meals. This loss is ~8% if you take into account ADA-adjusted figures.
 - ~\$75,000 is allocated towards professional services such as: operation and housekeeping services, security services, insurance, professional/consulting services (e.g., audit, payroll consulting) and legal services in Years 0. \$85,000 - \$100,000 is allocated towards professional services on an ongoing basis.
- Shared Service Fees:
 - Shared Service Fee to Green Dot: In exchange for Green Dot Public Schools Washington State Regional Office support and Green Dot Public Schools National Support, Washington State schools will pay approximately a \$1335 per student shared service fee. Green Dot plans to collaborate with Green Dot Washington State schools before determining its ultimate management fee, and this management fee may adapt over time.

- By accessing shared services through Green Dot Public Schools National, Green Dot Public Schools Washington State is able to leverage best practices and access cost efficiencies given the size and scale of Green Dot Public Schools.
- Green Dot Public Schools National will provide a diverse set of services based on the needs of Green Dot Public Schools Washington State. These services may include human capital support, training through the Administrator-in-Residence Program, budgeting, finance and reporting services, implementation, operation and maintenance of technology systems, data management and analysis, human resources, governance support and fundraising support.
- Authorizer Oversight Fee:
 - Authorizer Oversight Fee to the Washington State Charter School Commission: Green Dot has included a 4% authorizer oversight fee on the Basic Education Program per Commission guidance.

Model Sensitivities

The Green Dot Seattle financial model is most sensitive to: 1) the amount of per pupil funding and availability of local levy dollars, 2) school enrollment, 3) facilities costs, and 4) certificated teacher salaries and benefits.

In addition, to ensure positive monthly cash balances, Green Dot has assumed foundation/philanthropic funding to support its start-up costs.

Should these assumptions change, our school projections will be greatly impacted as well.

Funding Contingency

Since the all-in per pupil allotment in Washington State is greater than in Los Angeles, Green Dot Washington State expects to be able to operate effectively even if funds are delayed or lower than expected. However, in the event that state and federal funds are severely delayed or much lower than expected or Green Dot has a large shortfall in enrollment, Green Dot Washington State will use best practices developed through experiences in California to determine contingency budgets for each school.

The Washington State Manager of Finance and Business Affairs will work directly with the Green Dot Seattle School Directors to identify areas in the budget that can be streamlined to help meet the new budget demands. Some examples of potential measures include:

- Reducing the amount allocated to classroom materials and supplies
- Reducing the amount allocated to office materials and supplies
- Deferring technology upgrades or replacement

Green Dot California schools have access to multiple credit facilities (i.e., revolving lines of credit through Wells Fargo and other lending institutions). Green Dot would establish similar lines of credit for Green Dot Seattle as well.

Evidence of Philanthropic Support for GD Tacoma MS (as an example)

The attached philanthropic support is already pledged to support Green Dot in the launch of its Tacoma MS, but is representative of the philanthropy we anticipate for Green Dot Seattle.

BILL & MELINDA
GATES foundation

PO Box 23350
Seattle, WA 98102, USA



November 10, 2013

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

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

Dear Mr. Petruzzi:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

November 10, 2013
Page 5 of 5
OPP1096252

Please sign and return this Grant Agreement to Alisa Stevens, Grants Coordinator. Please keep a copy for your records. If you have questions, please contact Brandon Mayfield, Grants Administrator at [REDACTED]

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

Sincerely,

[REDACTED]

Don Shalvey
Deputy Director, College Ready

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

[REDACTED]

Marco Petruzzi
CEO

Date 11/18/2013

Account Name	Account Type	Account Number	Account Balance	Account Status	Account Location
AMERICAN INVESTMENT CORP	Equity	123456789	\$1,234,567.89	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	987654321	\$987,654.32	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	567890123	\$567,890.12	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	345678901	\$345,678.90	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	234567890	\$234,567.89	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	123456789	\$123,456.78	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	987654321	\$98,765.43	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	567890123	\$56,789.01	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	345678901	\$34,567.89	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	234567890	\$23,456.78	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	123456789	\$12,345.67	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	987654321	\$9,876.54	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	567890123	\$5,678.90	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	345678901	\$3,456.78	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	234567890	\$2,345.67	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	123456789	\$1,234.56	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	987654321	\$987.65	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	567890123	\$567.89	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	345678901	\$345.67	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	234567890	\$234.56	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	123456789	\$123.45	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	987654321	\$98.76	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	567890123	\$56.78	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	345678901	\$34.56	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	234567890	\$23.45	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	123456789	\$12.34	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	987654321	\$9.87	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	567890123	\$5.67	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	345678901	\$3.45	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	234567890	\$2.34	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	123456789	\$1.23	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	987654321	\$0.98	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	567890123	\$0.56	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	345678901	\$0.34	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	234567890	\$0.23	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	123456789	\$0.12	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	987654321	\$0.09	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	567890123	\$0.05	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	345678901	\$0.03	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	234567890	\$0.02	Active	New York, NY
AMERICAN INVESTMENT CORP	Equity	123456789	\$0.01	Active	New York, NY

ACCOUNT INFORMATION	ACCOUNT NUMBER	ACCOUNT TYPE	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	
GENERAL INFORMATION	CLIENT NAME	ACCOUNT OWNER	ACCOUNT BALANCE	ACCOUNT STATUS	



SUMMARY INFORMATION		Green Dot District				Start-Up High Schools				Comparable Neighboring High Schools ⁽⁴⁾				Start-Up Middle Schools				Comparable Neighboring Middle Schools ⁽⁵⁾			
School Name: (Start-up & Conversions)		All Green Dot schools				LEA, ING, SLA, BRV, DLH, MAT, VEN, BUN, ROB				JMS, WMS, MS2				Los Angeles, CA							
School Location (City, State):		Multiple Cities in CA				Multiple Cities in CA				Los Angeles, CA				Los Angeles, CA							
Year Opened:		2000				9-12				2010				2010							
Current Grades Served:		5-12				5-12				6-8				6-8							
Current Enrollment:		10,271				5,460				1,066				1,066							
School Year		2012-13	2011-12	2010-11	2012-13	2011-12	2010-11	2012-13	2011-12	2010-11	2012-13	2011-12	2010-11	2012-13	2011-12	2010-11					
Demographic & Socio-Economic																					
% Students Low-Income:		92%	92%	96%	94%	95%	96%	73%	83%	84%	88%	94%	99%	75%	98%	100%					
% Students Limited English Proficient:		20%	24%	25%	17%	22%	25%	21%	21%	26%	22%	38%	45%	24%	29%	33%					
% Students with Disabilities:		11%	10%	9%	7%	7%	3%	12%	12%	21%	12%	9%	10%	14%	14%	14%					
% African American:		18%	20%	19%	10%	12%	12%	22%	22%	28%	11%	7%	2%	16%	16%	14%					
% Hispanic:		81%	79%	80%	89%	87%	87%	73%	74%	67%	85%	90%	90%	81%	82%	84%					
% Caucasian:		1%	0%	0%	1%	1%	0%	2%	2%	2%	2%	2%	0%	2%	2%	2%					
% Other Race/Ethnicity:		0%	0%	1%	0%	0%	1%	4%	3%	11%	1%	1%	9%	2%	1%	1%					
Citation-Referenced Assessments⁽¹⁾																					
Assessment Name (Reading, Math):																					
Assessment Data Type (Percentile Rank or Normal Curve Equivalency):																					
Assessment Reference Group (National, State, District):																					
School																					
Score - Reading: Average ELLA CST Scale Score		324	321	326	338	337	335	327	321	314	335	330	318	316	315	311					
Score - Math: Average Math CST Scale Score		305	302	301	314	313	311	282	280	275	339	345	304	319	309	302					
Average Student Growth During Year:		53	52	56	51	56	59	n/a	n/a	n/a	54	55	45	n/a	n/a	n/a					
% Students Making at least One Year of Gains During Year (2):		55%	54%	59%	59%	59%	63%	n/a	n/a	n/a	57%	58%	46%	n/a	n/a	n/a					
Other Performance Measures⁽³⁾																					
Student Retention Rate:																					
Student Average Daily Attendance Rate:		91%	91%	91%	94%	93%	92%	n/a	n/a	n/a	94%	95%	84%	n/a	n/a	n/a					
Student 4-Year Cohort Graduation Rate:		93%	92%	93%	96%	96%	95%	n/a	n/a	n/a	96%	96%	98%	n/a	n/a	n/a					
One Year Grade 9-12 Student Drop Out Rate:		n/a	80%	84%	n/a	86%	86%	n/a	73%	70%	n/a	n/a	n/a	n/a	n/a	n/a					
Teacher College Attendance Rate:		5%	3%	4%	4%	3%	4%	n/a	6%	6%	n/a	n/a	n/a	n/a	n/a	n/a					
Teacher Retention Rate:		78%	76%	79%	84%	81%	83%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a					
		82%	84%	77%	82%	83%	78%	n/a	n/a	n/a	83%	84%	75%	n/a	n/a	n/a					

(1) The California Standards Tests (CSTs) measure a students' progress towards achieving California's state-adopted academic content standards in English-language arts (ELA), mathematics, science and history-social science. There is no composite score for the CSTs in the state of California.

(2) Green Dot California schools use Student Growth Percentiles (SGP) to describe a student's growth compared to other students with similar prior test scores (their academic peers). Green Dot classifies students with SGPs over 50 as having achieved one or more years of growth. The majority of Green Dot California schools do not use the ACT as a norm-referenced assessment.

(3) Student 4-Year Cohort Graduation Rate (GDR) reported for comparable neighboring schools: Los Angeles Unified, Inglewood Unified and Lennox Unified instead of 5-Year based on available data from the California Department of Education. Student 4-Year GDR reported for Green Dot District, Green Dot Start-Up High Schools and Green Dot Start-Up Middle Schools to provide accurate comparison.

(4) Comparable neighboring high schools include Inglewood High School, Morningstar High School, Leuzinger High School, Hawthorne High School, Lennox Mathematics Science & Technology, Thomas Jefferson Senior High School, Santee Education Complex School, Crenshaw Senior High School, George Washington Preparatory Academy, John C. Fremont Senior High School, Venice Senior High School and James A. Garfield Senior High School.

(5) Comparable neighboring middle schools include Gompers (Samuel) Middle School, George Washington Carver Middle School, William Jefferson Clinton Middle School and Mark Twain Middle School.

SUMMARY INFORMATION											
School Name:		Los Angeles Unified School District ⁽⁴⁾			Inglewood Unified School District ⁽⁴⁾			Lennox Unified School District ⁽⁴⁾			
School Location (City, State):											
Year Opened:											
Current Grades Served:											
Current Enrollment:											
School Year		2012-13	2011-12	2010-11	2012-13	2011-12	2010-11	2012-13	2011-12	2010-11	
Demographic & Socio-Economic											
% Students Low-income:		61%	83%	79%	90%	83%	87%	94%	88%	88%	
% Students Limited English Proficient:		22%	26%	27%	25%	11%	29%	45%	53%	53%	
% Students with Disabilities:		13%	12%	12%	9%	15%	14%	12%	12%	13%	
% African American:		9%	9%	10%	36%	37%	37%	1%	1%	1%	
% Hispanic:		74%	75%	75%	60%	61%	61%	56%	97%	97%	
% Caucasian:		9%	9%	9%	0%	0%	0%	0%	0%	0%	
% Other Race/Ethnicity:		8%	7%	6%	4%	2%	2%	3%	2%	2%	
Criterion-Referenced Assessments⁽¹⁾											
Assessment Name (Reading, Math):											
CST											
% Students Meeting or Exceeding Standards – Reading:		45%	44%	39%	39%	37%	35%	50%	49%	44%	
% Students Meeting or Exceeding Standards – Math:		25%	24%	22%	8%	9%	8%	31%	31%	27%	
% Students Exceeding Standards – Reading:		17%	18%	15%	11%	13%	11%	14%	17%	13%	
% Students Exceeding Standards – Math:		8%	7%	6%	2%	1%	1%	8%	8%	5%	
Norm-Referenced Assessments⁽²⁾											
Assessment Name (Reading, Math):											
CST											
Assessment Data Type (Percentile Rank or Normal Curve Equivalency):											
Normal Curve Equivalency											
Assessment Reference Group (National, State, District):											
State											
Score – Reading: Average ELA CST Scale Score		342	341	335	334	331	330	351	349	345	
Score – Math: Average Math CST Scale Score		303	308	297	275	276	278	336	332	321	
Average Student Growth During Year:		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
% Students Making at Least One Year of Gains During Year (2):		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Other Performance Measures⁽³⁾											
Student Retention Rate:		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Student Average Daily Attendance Rate:		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Student 4-Year Cohort Graduation Rate:		n/a	65%	62%	n/a	75%	77%	n/a	94%	98%	
One Year Grade 9-12 Student Drop Out Rate:		n/a	6%	5%	n/a	4%	7%	n/a	2%	1%	
Student College Attendance Rate:		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Teacher Retention Rate:		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

(1) The California Standards Tests (CSTs) measure a students' progress towards achieving California's state-adopted academic content standards in English-language arts (ELA), mathematics, science and history-social science. There is no composite score for the CSTs in the state of California.

(2) Green Dot California schools use Student Growth Percentiles (SGPs) to describe a student's growth compared to other students with similar prior test scores (their academic peers). Green Dot classifies students with SGPs over 50 as having achieved one or more years of growth. The majority of Green Dot California schools do not use the ACT as a norm-referenced assessment.

(3) Student 4-Year Cohort Graduation Rate (GDR) reported for comparable neighboring schools. Los Angeles Unified, Inglewood Unified and Lennox Unified instead of 5-Year based on available data from the California Department of Education. Student 4-Year GDR reported for Green Dot District, Green Dot Start-Up High Schools and Green Dot Start-Up Middle schools to provide accurate comparison.

(4) Demographic and socioeconomic data includes K-12 schools in Los Angeles Unified, Inglewood Unified and Lennox Unified. Criterion- and norm-referenced assessments includes 6-12 district schools.

Academic Performance Data Template - Green Dot School Level Data

Instructions: Provide the data requested in the table below for All schools currently operated by the organization that will operate the proposed school. Add columns for additional schools as needed. Provide data from the most recent three school years for which data is available.

SUMMARY INFORMATION	LEA			ING			DLH			SLA			VEN				
	2012-13	2011-12	2010-11	2012-13	2011-12	2010-11	2012-13	2011-12	2010-11	2012-13	2011-12	2010-11	2012-13	2011-12	2010-11		
School Name:	Animo Leadership CHS			Animo Inglewood CHS			Ocean De La Hoya Animo			Animo South LA CHS			Animo Venice CHS				
School Location (City, State):	Inglewood, CA			Inglewood, CA			Los Angeles, CA			Los Angeles, CA			Los Angeles, CA				
Year Opened:	2000-2001			2002-2003			2003-2004			2004-2005			2004-2005				
Current Grades Served:	9,10,11,12			9,10,11,12			9,10,11,12			9,10,11,12			9,10,11,12				
Current Enrollment:	620			627			608			636			601				
School Year	LEA	LEA	LEA	ING	ING	ING	DLH	DLH	DLH	DLH	DLH	SLA	SLA	SLA	VEN	VEN	VEN
Demographic & Socio-Economic																	
% Students Low-Income:	94%	95%	95%	90%	89%	79%	93%	96%	89%	92%	83%	90%	84%	85%	83%		
% Students Limited English Proficient:	15%	20%	21%	14%	9%	10%	21%	22%	16%	11%	11%	9%	13%	12%	13%		
% Students with Disabilities:	5%	4%	3%	6%	5%	3%	6%	7%	6%	7%	6%	4%	9%	9%	9%		
% African American:	0%	1%	1%	17%	17%	23%	0%	0%	0%	0%	38%	43%	6%	6%	7%		
% Hispanic:	99%	98%	97%	83%	79%	76%	99%	99%	100%	62%	56%	58%	89%	89%	90%		
% Caucasian:	1%	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
% Other Race/Ethnicity:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Criterion-Referenced Assessments:																	
Assessment Name (Reading, Math):	CST			CST			CST			CST			CST				
% Students Meeting or Exceeding Standards - Reading:	53%	54%	56%	58%	53%	47%	43%	49%	40%	31%	33%	38%	50%	50%	52%		
% Students Meeting or Exceeding Standards - Math:	40%	34%	24%	43%	33%	20%	20%	35%	28%	10%	11%	13%	27%	28%	39%		
% Students Exceeding Standards - Reading:	19%	21%	20%	17%	20%	17%	15%	15%	11%	8%	9%	10%	17%	18%	18%		
% Students Exceeding Standards - Math:	10%	7%	7%	11%	15%	4%	3%	11%	7%	1%	1%	5%	3%	5%	10%		
Norm-Referenced Assessments:																	
Assessment Name (Reading, Math):	CST			CST			CST			CST			CST				
Assessment Data Type (Percentile Rank or Normal Curve Equivalency):	Normal Curve Equivalency			Normal Curve Equivalency			Normal Curve Equivalency			Normal Curve Equivalency			Normal Curve Equivalency				
Assessment Reference Group (National, State, District):	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State		
School	352	352	353	355	350	351	342	344	337	327	328	337	350	351	347		
Score - Reading Average ELA CST Scale Score	334	310	314	348	302	302	310	333	313	278	275	302	317	318	330		
Average Student Growth During Year:	57	58	61	60	61	59	50	53	59	51	51	62	52	53	55		
% Students Making at least One Year of Gain During Year:	60%	61%	66%	65%	67%	65%	52%	54%	63%	54%	54%	68%	54%	55%	59%		
Other Performance Measures																	
School																	
Student Retention Rate: (i.e. % students enrolled in one year who re-enroll in fall of next year)	94%	93%	89%	93%	95%	87%	96%	96%	92%	95%	93%	89%	94%	95%	81%		
Student Average Daily Attendance Rate:	97%	97%	97%	96%	96%	95%	96%	97%	97%	97%	97%	97%	97%	97%	95%		
Student 5-Year Cohort Graduation Rate:	n/a	n/a	66%	n/a	74%	72%	n/a	84%	87%	n/a	75%	70%	n/a	45%	48%		
One Year Grade 9-12 Student Drop Out Rate:	0%	1%	0%	0%	0%	1%	2%	0%	0%	0%	4%	3%	0%	3%	6%		
Student College Attendance Rate:	76%	88%	95%	83%	85%	95%	89%	89%	97%	78%	74%	80%	97%	89%	84%		
Teacher Retention Rate:	85%	85%	86%	93%	70%	72%	87%	79%	69%	92%	85%	72%	85%	89%	65%		

(1) The California Standards Tests (CSTs) measure a student's progress towards achieving California's state-adopted academic content standards in English-language arts (ELA), mathematics, science and history-social science. There is no composite score for the CSTs in the state of California.
 (2) Green Dot California schools use Student Growth Percentiles (SGPs) to describe a student's growth compared to other students with similar prior test scores (their academic peers). Green Dot classifies students with SGPs over 50 as having achieved one or more years of growth. The majority of Green Dot California schools do not use the ACT as a norm-referenced assessment.

Academic Performance Data Template - Green Dot School Level Data

Instructions: Provide the data requested in the table below for *All schools* currently operated by the organization that will operate the proposed school. Add columns for additional schools as needed. *Provide data from the most recent three school years for which data is available.*

SUMMARY INFORMATION	BUN			ROB			BRW			WAT			ALL		
	School Name:	City, State:	Year Opened:	School Name:	City, State:	Year Opened:	School Name:	City, State:	Year Opened:	School Name:	City, State:	Year Opened:	School Name:	City, State:	Year Opened:
School Name:	Alhambra Rajin Bunde CHS	Los Angeles, CA	2006-2007	Alhambra Jackie Robinson CHS	Los Angeles, CA	2006-2007	Alhambra Pat Brown CHS	Los Angeles, CA	2006-2007	Alhambra Watts College Preparatory Academy	Los Angeles, CA	2007-2008	Alain Leroy Locke College Preparatory Academy	Los Angeles, CA	2008-2009
Current Grades Served:	9,10,11,12		9,10,11,12	9,10,11,12		9,10,11,12	9,10,11,12		9,10,11,12		9,10,11,12	9,10,11,12	9,10,11,12		
Current Enrollment:	620		585	630		630	630		644		644	1934			
Demographic & Socio-Economic															
% Students Low-Income:	99%	100%	93%	96%	97%	84%	99%	99%	98%	97%	92%	99%	96%	85%	
% Students Limited English Proficient:	31%	38%	31%	32%	29%	21%	25%	30%	24%	23%	25%	35%	35%	37%	
% Students with Disabilities:	8%	9%	9%	7%	8%	7%	8%	7%	8%	12%	11%	7%	12%	10%	
% African American:	1%	1%	1%	3%	4%	7%	2%	4%	3%	2%	2%	2%	1%	2%	
% Hispanic:	99%	98%	99%	96%	95%	93%	97%	96%	97%	75%	74%	82%	82%	80%	
% Caucasian:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
% Other Race/Ethnicity:	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Criterion-Referenced Assessments ¹⁾															
Assessment Name: (Reading, Math):	CST			CST			CST			CST			CST		
% Students Meeting or Exceeding Standards - Reading:	27%	28%	23%	38%	38%	38%	48%	45%	46%	26%	23%	19%	28%	24%	
% Students Meeting or Exceeding Standards - Math:	21%	1%	12%	29%	30%	40%	50%	43%	43%	11%	12%	6%	18%	22%	
% Students Exceeding Standards - Reading:	7%	7%	5%	10%	12%	10%	14%	16%	15%	5%	4%	3%	10%	8%	
% Students Exceeding Standards - Math:	4%	2%	2%	0%	0%	9%	15%	10%	12%	1%	2%	1%	6%	7%	
Norm-Referenced Assessments ²⁾															
Assessment Name: (Reading, Math):	CST			CST			CST			CST			CST		
Assessment Data Type: (Percentile Rank or Normal Curve Equivalency):	Normal Curve Equivalency			Normal Curve Equivalency			Normal Curve Equivalency			Normal Curve Equivalency			Normal Curve Equivalency		
Assessment Reference Group: (National, State, District):	State			State			State			State			State		
Score - Reading: Average ELA CST Scale Score	321	317	314	333	337	334	343	343	344	317	313	311	306	304	
Score - Math: Average Math CST Scale Score	299	297	290	326	326	333	357	344	342	277	283	274	294	282	
Average Student Growth During Year:	5%	5%	5%	5%	6%	7%	6%	6%	6%	4%	4%	4%	4%	4%	
% Students Making at Least One Year of Gains During Year:	59%	60%	58%	60%	66%	71%	73%	68%	69%	49%	44%	47%	45%	42%	
Other Performance Measures															
School Student Retention Rate:	96%	95%	84%	96%	94%	93%	96%	92%	88%	90%	89%	82%	83%	85%	
(i.e. % students enrolled in one year who re-enroll in fall of next year)															
Student Average Daily Attendance Rate:	97%	97%	96%	97%	97%	97%	95%	96%	95%	92%	90%	89%	92%	95%	
Student 5-Year Cohort Graduation Rate:	n/a	61%	54%	n/a	87%	78%	n/a	68%	68%	n/a	50%	39%	n/a	63%	
One Year Grade 9-12 Student Drop Out Rate:	8%	3%	1%	3%	4%	3%	0%	0%	7%	9%	10%	13%	11%	7%	
Student College Attendance Rate:	86%	65%	75%	85%	90%	60%	89%	85%	90%	85%	63%	74%	77%	88%	
Teacher Retention Rate:	71%	78%	66%	85%	95%	82%	72%	89%	97%	65%	65%	81%	67%	81%	

(1) The California Standards Tests (CSTs) measure a student's progress towards achieving California's state-adopted academic content standards in English-language arts (ELA), mathematics, science and history-social science. There is no composite score for the CSTs in the state of California.
 (2) Green Dot California schools use Student Growth Percentiles (SGPs) to describe a student's growth compared to other students with similar prior test scores (their academic peers). Green Dot classifies students with SGPs over .50 as having achieved one or more years of growth. The majority of Green Dot California schools do not use the ACT as a norm-referenced assessment.
 3) 2012-2013 Student College Attendance Rate for Alain Leroy Locke College Preparatory Academy excludes Academy A due to low reporting levels from the school.

Academic Performance Data Template - Green Dot School Level Data

Instructions: Provide the data requested in the table below for ALL schools currently operated by the organization that will operate the proposed school. Add columns for additional schools as needed. Provide data from the most recent three school years for which data is available.



SUMMARY INFORMATION		JMS	WMS	CPA	WRN	PHI	MSSZ												
School Name: Animo Jefferson CMS		Animo Westside CMS		Animo College Preparatory Academy		Animo Western CMS		Animo Phillis Wheatley CHS		Animo Middle School #2									
School Location (City, State): Los Angeles, CA		Los Angeles, CA		Los Angeles, CA		Los Angeles, CA		Los Angeles, CA		Los Angeles, CA									
Year Opened: 2010-2011		2011-2012		2011-2012		2011-2012		2011-2012		2013-2014									
Current Grades Served: 5-7,8		5-7,8		9-10,11,12		6-7,8		6-7,8		6									
Current Enrollment: 551		352		447		621		621		163									
School Year		JMS	JMS	JMS	WMS	WMS	WMS	CPA	CPA	CPA	WRN	WRN	WRN	PHI	PHI	PHI	MSSZ		
Demographic & Socio-Economic		2012-13	2011-12	2010-11	2012-13	2011-12	2010-11	2012-13	2011-12	2010-11	2012-13	2011-12	2010-11	2012-13	2011-12	2010-11	2013-14		
% Students Low-Income:		98%	99%	98%	67%	76%	n/a	83%	41%	n/a	82%	61%	n/a	7%	33%	n/a	95%		
% Students Limited English Proficient:		39%	56%	1%	8%	1%	n/a	35%	24%	n/a	24%	18%	n/a	22%	15%	n/a	17%		
% Students with Disabilities:		11%	10%	10%	14%	4%	n/a	13%	10%	n/a	15%	14%	n/a	19%	15%	n/a	9%		
% African American:		1%	2%	2%	37%	33%	n/a	18%	19%	n/a	30%	38%	n/a	49%	53%	n/a	24%		
% Hispanic:		99%	98%	96%	50%	53%	n/a	82%	81%	n/a	68%	61%	n/a	50%	45%	n/a	75%		
% Caucasian:		0%	0%	0%	8%	11%	n/a	0%	0%	n/a	1%	0%	n/a	1%	0%	n/a	1%		
% Other Race/Ethnicity:		0%	0%	2%	4%	4%	n/a	0%	0%	n/a	1%	0%	n/a	1%	0%	n/a	0%		
Criterion-Referenced Assessments ⁽¹⁾		CST		CST		CST		CST		CST		CST		CST		CST			
Assessment Name (Reading, Math):		CST		CST		CST		CST		CST		CST		CST		CST		CST	
School		35%	31%	24%	52%	58%	n/a	18%	13%	n/a	34%	30%	n/a	24%	17%	n/a	n/a		
% Students Meeting or Exceeding Standards - Reading:		38%	42%	20%	50%	53%	n/a	16%	12%	n/a	25%	25%	n/a	22%	16%	n/a	n/a		
% Students Meeting or Exceeding Standards - Math:		5%	5%	5%	16%	2%	n/a	4%	1%	n/a	11%	13%	n/a	4%	4%	n/a	n/a		
% Students Exceeding Standards - Reading:		10%	12%	5%	24%	16%	n/a	3%	1%	n/a	6%	6%	n/a	3%	3%	n/a	n/a		
% Students Exceeding Standards - Math:		CST		CST		CST		CST		CST		CST		CST		CST		CST	
Norm-Referenced Assessments ⁽²⁾		CST		CST		CST		CST		CST		CST		CST		CST		CST	
Assessment Name (Reading, Math):		CST		CST		CST		CST		CST		CST		CST		CST		CST	
Assessment Data Type (Percentile Rank or Normal Curve Equivalency):		Normal Curve Equivalency		Normal Curve Equivalency		Normal Curve Equivalency		Normal Curve Equivalency		Normal Curve Equivalency		Normal Curve Equivalency		Normal Curve Equivalency		Normal Curve Equivalency		Normal Curve Equivalency	
Assessment Reference Group (National, State, District):		State		State		State		State		State		State		State		State		State	
School		333	327	317	354	363	n/a	308	290	n/a	333	326	n/a	333	326	n/a	n/a		
Score - Reading: Average ELA CST Scale Score		336	344	307	350	366	n/a	310	300	n/a	320	312	n/a	320	312	n/a	n/a		
Average Student Growth During Year:		55	55	45	53	55	n/a	53	48	n/a	53	49	n/a	51	47	n/a	n/a		
% Students Making at Least One Year of Gains During Year:		58%	57%	45%	54%	61%	n/a	53%	48%	n/a	55%	49%	n/a	55%	47%	n/a	n/a		
Other Performance Measures		CST		CST		CST		CST		CST		CST		CST		CST		CST	
Student Retention Rate:		CST		CST		CST		CST		CST		CST		CST		CST		CST	
(i.e. % students enrolled in one year who re-enroll in fall of next year)		99%	96%	81%	88%	91%	n/a	83%	86%	n/a	94%	88%	n/a	91%	86%	n/a	n/a		
Student Average Daily Attendance Rate:		97%	96%	98%	96%	97%	n/a	91%	88%	n/a	96%	96%	n/a	96%	96%	n/a	98%		
Student 5-Year Cohort Graduation Rate:		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
One Year Grade 9-12 Student Drop Out Rate:		n/a	n/a	n/a	n/a	n/a	n/a	1%	4%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Student College Attendance Rate:		n/a	n/a	n/a	n/a	n/a	n/a	33%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Teacher Retention Rate:		82%	83%	75%	77%	85%	n/a	88%	51%	n/a	79%	75%	n/a	87%	77%	n/a	n/a		

(1) The California Standards Tests (CSTs) measure a student's progress towards achieving California's state-adopted academic content standards in English-language arts (ELA), mathematics, science and history-social science. There is no composite score for the CSTs in the state of California.
 (2) Green Dot California schools use Student Growth Percentiles (SGPs) to describe a student's growth compared to other students with similar prior test scores (their academic peers). Green Dot classifies students with SGPs over 50 as having achieved one or more years of growth. The majority of Green Dot California schools do not use the ACT as a norm-referenced assessment.
 3) Due to issues with collecting free and reduced-price lunch forms at Animo Phillis Wheatley and Animo Western, % Students Low Income figure is significantly lower than the actual FRL student population at those schools in 2011-2012.
 4) Animo Charter Middle School #2 opened in SY 2013-2014. SY 2013-2014 data has been provided (where available).