

Section 3: Financial Plan & Capacity

Financial Plan (ORS § 338.045.2.m,n,v,x)

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. Specifically, explain how the financial management system will meet the requirements of ORS § 338.095.1 and a plan for having the financial management system in place at the time the school begins operating.
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 a program review and annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to Bend-La Pine Schools 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 transportation, 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 the completed Financial Plan Workbook as **Attachment 19**. In developing your budget, use the information provided to calculate your per-pupil revenue projection. Prepare your submission using the template provided. Complete ALL sheets in the workbook. **NOTE: Applicants for multiple schools should complete all sheets in the workbook for all schools opening in year one.**
8. Submit a budget narrative as **Attachment 20** that presents a detailed description of assumptions, calculations, and revenue estimates. The narrative should include, at minimum, the basis for revenue projections, staffing levels, and costs. Provide specific evidence supporting assumptions and/or describe the source of estimated amounts wherever possible.
 - a. Describe all anticipated funding sources. Clearly address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include in **Attachment 20** evidence of commitment for any funds on which the school's core operation depends.
 - b. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
 - c. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

Financial Management Capacity (ORS § 338.045.3.a)

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following: financial management; fundraising and development; and accounting and internal controls.

List of Addenda

The following addenda should be completed as applicable by new and existing operators. Note that some addenda require additional attachments.

1. For CONVERSION SCHOOL proposals
2. For proposals from applicants (new or existing) using EDUCATION SERVICE PROVIDERS
 - Attachment ESP-1: ESP audited financial statements and annual report
 - Attachment ESP-2: ESP contract
3. For EXISTING OPERATOR proposals
 - Attachment EO-1: Business plan and last two years of organization's annual reports
 - Attachment EO-2: Years 1, 3, and 5 network organizational charts
 - Attachment EO-3: Network-level budget
 - Attachment EO-4: Network-level budget narrative
 - Attachment EO-5: Existing schools information template
 - Attachment EO-6: Internal financial statements for the organization and related business entities
 - Attachment EO-7: Last three years of audit reports and management letters for the organization and related business entities
 - Attachment EO-8: Information on past or current litigation

Addendum 1. Conversion Schools

4 Page Limit - ONLY applicants proposing to convert an existing (non-charter) public school should complete this section.

Community Need and Support (ORS § 338.045.3.a)

1. Explain the rationale for converting the existing public school to charter status.
2. Describe the efforts to date to garner parent, staff/teacher, student, and community support and involve individuals and organizations in the conversion.
3. Provide specific plans for ongoing family, staff, and community engagement, including timing and responsible individuals.

Enrollment and Recruitment Supplement (ORS § 338.045.3.a)

1. Explain the plan to cultivate student and parent investment in the conversion, especially how the school plans to limit attrition from the existing student body. Describe how this plan will successfully transition students who currently attend or are zoned to attend the school being converted.
2. *If applicable*, summarize the school's policy regarding enrollment preferences for students who reside within the former attendance area of the proposed charter school. (A public charter school that would like to give enrollment preferences for students based on a geographic boundary must secure a waiver of the law granted by the State Board of Education as per ORS 338.025.)

Student and Staff Transition (ORS § 338.045.2.y)

1. Describe the alternative arrangements for students who choose not to attend the public charter school and for teachers and other school employees who choose not to participate in the public charter school.
2. Describe the relationship that will exist between the public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees and their recognized representative, if any.

Addendum 2. Education Service Providers

10 Pages - This addendum is required of every operator, new and existing, that proposes school operation or management via contract with a third-party education service provider (ESP).

An ESP is any third-party entity that provides comprehensive education management services to a school VIA CONTRACT with the school's governing board. (In essence, an ESP does not propose to hold the charter, but rather to contract with the charter holder.)

Complete each section as applicable. All applicable sections of this addendum **MUST** be completed in order for the proposal as a whole to be deemed complete. If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state **AND** explain why the applicant believes the particular question does not apply. If a question has been thoroughly answered earlier in the narrative proposal, the applicant should so state **AND** reference the section, question number, and page number. If an applicant is unsure as to whether or not a particular section is required, it is the responsibility of the applicant to contact Bend-La Pine Schools for guidance.

ESP Selection

1. Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.
2. Explain how and why the ESP was selected, including when and how the applicant learned of the ESP, which other ESPs were considered, why the ESP was selected over other ESPs, and what due diligence was conducted.

ESP Prior History

1. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record as well as successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs). Provide summary information from reference checks conducted by the applicant (regarding the third-party ESP), identifying each reference.
2. List all schools currently or formerly operated by the ESP. Identify those schools that serve the same grade levels *and* student populations demographically similar to the anticipated population of the proposed school. Include name, year opened, contact information, location, number of students, and contact information for the authorizer for each currently operating school.
3. Provide evidence of the financial health of the ESP. Attach as **Attachment ESP-1** the most recent independent financial audit report of the ESP and its most recent annual report.
4. List and explain any management contract terminations as well as any charter revocations, non-renewals, or withdrawals/non-openings that the proposed ESP has experienced in the past five (5) years.

Legal Relationship with ESP

1. Provide evidence that the board is independent from the ESP and self-governing, including evidence of independent legal representation and arm's-length negotiating.
2. Describe any existing or potential conflicts of interest between the school's governing board, proposed school employees, proposed ESP, and any affiliated business entities.
3. List all subsidiaries or related entities that are affiliated or owned in whole or in part by the ESP, and identify the nature of those entities' business activities.
4. Explain whether the school has or will have any relationship with or receive any services from any of the entities listed in the previous question.

5. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the charter school board will oversee the ESP's supervisory responsibilities.
6. If the school's governing board intends to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement, or any other facility or financing relationships with the ESP, provide evidence that such agreements are separately documented and not part of or incorporated in the school management contract. Any facility or financing agreements must be consistent with the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.
7. Describe and provide documentation of any loans, grants, or investments made between the ESP and the school, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.

ESP Management Plan

1. Provide a detailed description of the roles and responsibilities of the ESP.
2. Describe the scope of services and costs of all resources to be provided by the ESP.
3. Describe the oversight and evaluation methods that the Board will use to oversee the ESP. What are the school-wide and student achievement results that the management organization is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals? Will there be an external evaluator to assess the ESP's performance? What are the conditions, standards, and procedures for board intervention, if the management organization's performance is deemed unsatisfactory?
4. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the ESP.
5. Describe the respective financial responsibilities of the school governing board and the ESP. Who will own property purchased with public funds? Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?
6. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the school terminate the management agreement for cause, and without cause? List any indemnification provisions in the event of default or breach by either party.
7. Describe the plan for the operation of the school in the event of termination of the management agreement.
8. Provide as **Attachment ESP-2** a draft of the proposed management agreement with the ESP.

Addendum 3. Existing Operators

10 Pages - This addendum is required of any applicant seeking any of the following:

- approval for multiple schools
- replication of existing schools or school models
- governance of multiple schools by a single board of directors

Complete each section as applicable. All applicable sections of this addendum **MUST** be completed in order for the proposal as a whole to be deemed complete. If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state **AND** explain why the applicant believes the particular question does not apply. If a question has been thoroughly answered earlier in the narrative proposal, the applicant should so state **AND** reference the section, question number, and page number. If an applicant is unsure as to whether or not a particular section is required, it is the responsibility of the applicant to contact Bend-La Pine Schools for guidance.

***Note:** The term “organization” as used throughout this addendum applies to any applicant or partnership among groups applying to replicate a school model. Thus, it may include an existing school or group of schools proposing to replicate; an existing school network or charter management organization (CMO) applying directly for a charter; a governing board proposing to contract with a CMO or other education service provider (ESP); or other entities and arrangements. *In the case of an applicant proposing to contract or partner with a service provider, applicants should provide requested information for both entities if applicable. Applicants proposing to contract with an ESP should also complete Addendum 3.*

Replication/Network Overview

1. **Organization Mission and Vision.** Provide the mission of the school network, charter management organization (CMO), or education service provider (ESP), and explain how creation of the proposed school or schools fits within this mission.
2. **Organization Strategic Vision and Growth Plans.** Provide an overview of the organization’s strategic vision, five-year growth plan, and rationale for developing new schools or replicating an existing school or model. Briefly describe the communities where the organization is seeking approval to expand and explain how each proposed school would meet identified needs in its respective community.
3. **Anticipated Population and Educational Need.** Describe the student populations and educational needs served by any existing schools operated by the applicant or proposed ESP, and the anticipated populations and needs for each proposed new school.
4. **Educational Plan and School Design.** Provide an overview of the education program proposed for replication, including key non-negotiables of the education model. Briefly explain how and why the program was selected for replication, and the research base and performance record that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

Curriculum and Instructional Design Supplement

1. Explain any differences in the basic learning environment among the schools being proposed.
2. Explain the organization’s approach to replicating and implementing the school model, including curriculum and instructional design among multiple schools.
3. Describe any key educational features that will *differ* from the operator’s or management provider’s existing schools or schools proposed for replication, not already discussed above. Explain the rationale for the variation in approach and any new resources the variation would require.

Network Vision, Growth Plan, and Capacity

1. Describe the organization or network strategic vision, desired impact, and five-year growth plan for developing new schools within the local community, state, and region, including other states if applicable. Include the following information, regardless of school location: proposed years of opening; number and types of schools (divisions, grade levels served); any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.
2. If the existing portfolio or growth plan includes schools in other states, explain specifically how growth within Oregon fits into the overall growth plan.
3. Provide evidence of organizational capacity to open and operate high-quality schools in Oregon and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.
4. Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed schools.
5. List any schools that were previously approved by this or another authorizer but which failed to open or did not open on time, and explain the reasons for the failure or delay.
6. Discuss the greatest anticipated risks and challenges to achieving the organization’s desired outcomes in Oregon over the next five years and how the organization will meet these challenges and mitigate risks.
7. Provide, as **Attachment EO-1**, the organization’s annual reports for the last two years and any current business plan for the organization or network.

Network Management

1. Identify the organization’s leadership team and their specific roles and responsibilities.
2. Explain any shared or centralized support services the network organization will provide to schools in Oregon. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the draft contract to be provided in **Attachment ESP-2**.)
3. Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Assessments		

Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		
School Staff Recruitment and Hiring		
H/R Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
I/T		
Facilities Management		
Vendor Management/ Procurement		
Other operational services, if applicable		

Network Governance and Legal Status

1. Explain what entity will hold the charter for each of the proposed schools.

2. Describe the governance structure at both the network and individual school levels and the plan for satisfying all applicable statutory and district requirements for composition of charter school governing boards. Explain whether each school/campus will have an independent governing board, whether there will be a single network-level board governing multiple schools, or both a network-level board and boards at individual schools. If there will be both a network-level board and boards at each school, describe the organizational relationship between the boards, the legal status of each board, and the scope of authority of each. If each school will have an independent governing board but no network-level board, explain how the network will be governed and how decisions that affect the network as a whole will be made.

3. Provide, as **Attachment EO-2**, the following organization charts:
 - Year 1 network as a whole (including both network management and schools within the network)
 - Year 3 network as a whole
 - Year 5 network as a whole

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the network/management organization, schools, governing board(s), staff, any related bodies (such as advisory bodies), and any external organizations that will play a role in managing the schools.

4. If an existing board will govern the proposed school(s), discuss the plan to transform that board’s membership, mission, and bylaws to support the charter school expansion/replication plan, as necessary. Describe the plan and timeline for completing the transition and orienting the board to its new duties. If a new board will be formed, describe how and when the new board will be created and what, if anything, its ongoing relationship to the existing non-profit’s board will be.
5. Describe plans for increasing the capacity of the governing board (if not fully addressed in the primary application). How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization’s proposed growth and governance needs.
6. Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.
7. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; and b) the board will evaluate the success of the school and school leader.

Network Leadership Pipeline

Describe the organization’s current or planned process for sourcing and training potential school leaders for schools opening in subsequent years. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

Network-wide Staffing

Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

Year	1	2	3	4	5
Number of elementary schools					
Number of high schools					
Total schools					
Student enrollment					
Management Organization Positions					
[specify]					
[specify]					
[specify]					
[specify]					
[specify]					
[specify]					
[specify]					
[specify]					
[specify]					
[specify]					
Total back-office FTEs					

Elementary School Staff					
Principals					
Assistant Principals					
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at elementary schools					
High School Staff					
Principals					
Assistant Principals					
Deans					
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at high schools					
Total network FTEs					

Network Performance Management

1. Describe the organization’s approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.
2. Describe the organization’s plans to monitor performance of the portfolio as a whole. What actions will you take if the network as a whole fails to meet goals? Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.

Network Financial Plan

1. Describe the roles and responsibilities of the school versus the network with respect to school finances and distinguish between each.

2. Discuss any material audit findings for your organization or any school that you operate.
3. Describe how the organization will provide and publish an independent annual audit of the organization-level financial and administrative operations.
4. Submit as **Attachment EO-3** a detailed budget for the network level (*no template is provided*).
Include the following, as individual sheets:
 - a. Startup Budget: The start-up budget should list all anticipated revenue and expenditures for the network in the period leading up to the first fiscal year in which the school(s) listed in this proposal would open. In other words, this budget demonstrates how the organization will support pre-opening activities until the first school(s) proposed in this proposal open.
 - b. Year one budget
 - c. Startup/year one monthly cash flow projection
 - d. Five year budget projections
 - e. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
 - f. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).
5. Submit as **Attachment EO-4** a clearly labeled budget narrative for network-level budgets, including 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 budgets will rely on variable income (e.g., grants, donations, fundraising) and how the organization will meet fundraising goals.
Include the following:
 - 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. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the network's core operation depends.
 - b. Discuss contingency plans to meet financial needs if anticipated revenues are not received or are lower than estimated.
 - c. Year one cash flow contingency, in the event that revenue projections are not met in advance of the proposed school(s) opening.

Prior History Evaluation Information

NOTE: The district will use the information provided in this section to assess the academic, organizational, and financial performance record of the organization, and the organization's schools or the school model that the organization proposes to replicate. The applicant must provide all of the requested information for all of its schools or the schools it proposes to replicate. The district may then select a subset of schools for which the applicant will be required to provide additional performance information, including academic proficiency and growth data, recent renewal evaluations and site visit reports, and multiple years of independent financial audit reports. The district may also conduct independent due diligence on the applicant and any related entities.

As explained above, the term "organization" as used throughout this addendum applies to any applicant or partnership among groups applying to replicate a school model. Thus, it may include an existing school or group of schools proposing to replicate; an existing school network or charter management organization (CMO) applying directly for a charter; a governing board proposing to contract with a CMO or other education service provider (ESP); or other entities and arrangements.

1. Using the *Existing Schools Information Template* as **Attachment EO-5**, provide all requested information for each of the organization's schools.

2. Select one or more of the consistently high-performing schools that the organization operates, and discuss the school's performance. Be specific about the results on which you base your judgment that the school is high-performing. Include student achievement status, growth, absolute, and comparative academic results, as available.
 - a. Discuss the primary causes to which you attribute the school's distinctive performance.
 - b. Discuss any notable challenges that the school has overcome in achieving its results.
 - c. Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practices, structures, or strategies were identified and how they were implemented elsewhere in the network.
3. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory. Include student status, growth, absolute, and comparative academic results, as available.
 - a. Describe the primary causes to which you attribute the school's problems.
 - b. Explain the specific strategies that you are employing to improve performance.
 - c. How will you know when performance is satisfactory?
 - d. What are your expectations for satisfactory performance in terms of performance levels and timing?
4. Provide as **Attachment EO-6**, the most recent internal financial statements, including balance sheets and income statements, for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented.
5. For the organization as a whole and any related business entities, provide the following as **Attachment EO-7**: (a) the last three years of independent financial audit reports and management letters; and (b) the most recent internal financial statements, including balance sheets and income statements. Be sure that the ESP/CMO level and the overall operations are distinctly represented.
6. List any contracts with charter schools that have been terminated or non-renewed by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."
7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.
8. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and explain how such deficiencies or violations were resolved.
9. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide in **Attachment EO-8** (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.

List of Exhibits

1. Sample Curriculum Description Table
2. Sample Scope and Sequence Summary
3. Sample Curriculum Map

Exhibit A: Sample Curriculum Description Table

Content Area	Publisher/Product	Rationale for Selection
Grade Level:		
ELA		
Math	Connected Mathematics	<p><i>Connected Mathematics</i> is a constructivist, problem-centered middle school math curriculum that asks students to spend significant portions of time solving problems in contexts that require thinking, planning, reasoning, computing, and evaluating. Problem-centered math helps students make sense of and retrieve math concepts more readily. <i>Connected Math</i> focuses on depth of understanding, as well as on developing the necessary habits of mind that are conducive to the long-term study of mathematics. An independent study conducted by Claremont Graduate University's Institute of Organizational and Program Evaluation Research, reported that Connected Mathematics students demonstrated significantly greater gains in problem-solving, math communication, and math reasoning strategies than their peers using other math programs as evidenced by performance on the Balanced Assessment of Mathematics (BAM.)</p>
	ST Math	<p>Created by the MIND Research Institute, ST Math provides game-based, visual math instruction. This interactive program adapts to students' mastery as they progress through various skills and concepts targeted to their needs. ST Math focuses on improving conceptual learning and problem solving by visually representing concepts students learn during traditional instruction. Schools that use ST Math achieve at least double the growth in math proficiency than comparable schools.</p>
Science		
Social Studies		
Other (specify)		
Grade Level:		
ELA		
Math		
Science		
Social Studies		
Other (specify)		

Exhibit B: Sample Scope and Sequence Summary

Core Academic Program Scope and Sequence					
	ELA	MATH	SCIENCE	SOCIAL STUDIES	SPANISH
9	English Language Arts I: Classics across genres Higher level of analysis of the novel, drama (Shakespeare), poetry, memoir, literary elements, speeches, short stories, non-fiction, crafting an argument	Geometry Graphing and the relations between equations and graphs, including points, lines, polynomials, circles, and other curves, graphing inequalities, slope, properties and relations of plane figures, circles, triangles and other polygons, transformations and proofs --OR-- Algebra I	Biology I Matter, chemical building block of life, cell structure and life processes, genetics, DNA, classification of life, evolution, human body systems, biodiversity	Contemporary US History and Civics WWII and the Holocaust, the Cold War, the 1950s, cultural revolutions, Civil Rights, social policy, the 80s, 9/11 and post 9/11 US, Civics	Spanish I
10					
11					
12					

Non- Core Academic Program Scope and Sequence			
	PHYSICAL EDUCATION	ACADEMIC ELECTIVES	FINE ARTS ELECTIVES
9	Health and Fitness I Cardio, muscular development, team sports, yoga, dance, separate and co-gender sex-ed	Creative Writing <hr/> Architecture	Visual Art, Choir or Band, Theatre
10			
11			
12			

Exhibit C: Sample Curriculum Map

9 th Grade English Language Arts Curriculum Map			
<i>Unit 1: Literary Elements and the Short Story (6 weeks – Aug-Sept.)</i>			
Standards	Objectives	Key Concepts/Vocabulary	Suggested Resources
<p>RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>L.9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> • Identify and explain plot structure (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement) in short stories. • Understand and explain why plots in short stories usually focus on a single event. • Analyze how authors create the setting in a short story. • Define the concept of theme and identify the theme(s) in stories read. • Identify and explain characterization techniques in short stories. • Identify and explain the use of figurative language in short stories. • Analyze how authors create tone in short stories. • Identify the point of view in a short story and analyze how point of view affects the reader’s interpretation of the story. • Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion. • Define and refine research questions; cite sources accurately, distinguishing between paraphrasing and quoting. 	<p>Reading:</p> <ul style="list-style-type: none"> • Character, characterization • Figurative language • Irony (e.g., dramatic, situational, verbal) • Narrator (reliable and unreliable) • Parable • Plot (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement) • Point of view • Sensory language • Setting • Style • Symbol, symbolism • Theme • Tone <p>Writing:</p> <ul style="list-style-type: none"> • Review parts of speech (Verbs: principal parts of verbs, especially irregular past and past participles; simple, perfect, and progressive tenses; agreement of subject and verb, especially with collective nouns Nouns: common, proper, concrete, abstract, countable, collective, compound, possessive, gerunds) • Review capitalization of common and proper nouns 	<p>“The Tell Tale Heart” by Edgar Allan Poe</p> <p>“The Gift of the Magi” by O Henry</p> <p>“New African” from <i>Sarah Phillips</i> by Andrea Lee</p> <p>“Between the Pool and the Gardenias” from <i>Krik Krak</i> by Edwidge Danticat</p>
Assessments/Activities			
<i>Literary Analysis Essay</i> – Select a short story and write an essay that analyzes how a particular literary element plays a part			

in the essence and workings of one of the chosen stories. State your thesis clearly and include at least three pieces of evidence to support it. Your teacher may give you the opportunity to write your first draft on a shared online document and receive feedback from classmates before publication. (RL.9-10.1, W.9-10.2)

Parts of Speech Review – Select a paragraph from the novel and identify all the verbs. Name the tense of each verb you find. (L.9-10.3)

Look at a photograph, painting, or magazine advertisement for at least three minutes. On a piece of paper, draw two intersecting lines to make four squares (one for each category: people, places, things, and ideas). In each square, list the nouns by category that you see in the image. Note whether they are abstract or concrete nouns. Identify the nouns in the Language Usage Activity and determine whether they are common or proper nouns; capitalize them if necessary. (L.9-10.2, L.9-10.3)

Informative Writing - Discuss the "slow motion" depiction of the murder in Poe's "The Tell-Tale Heart" and consider how Poe's craft affects the relationship between the narrator and his victim. State your thesis clearly and include at least three pieces of evidence to support it. (RL.9-10.4, W.9-10.2)

Enrollment Summary Template

1. Complete the table below, illustrating the projected enrollment and growth plan for the school. Indicate the school year for each column and remove any rows for grades the school will not serve.
2. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

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

Curriculum Summary Template

Content Area	Publisher/Product	Rationale for Selection
Grade Level:		
ELA		
Math		
Science		
Social Studies		
Other (specify)		
Grade Level:		
ELA		
Math		
Science		
Social Studies		
Other (specify)		

Core Academic Program Scope and Sequence					
	ELA	MATH	SCIENCE	SOCIAL STUDIES	SPANISH
9					
10					
11					
12					

Non-Core Academic Program Scope and Sequence			
	PHYSICAL EDUCATION	ACADEMIC ELECTIVES	FINE ARTS ELECTIVES
9			
10			
11			
12			