

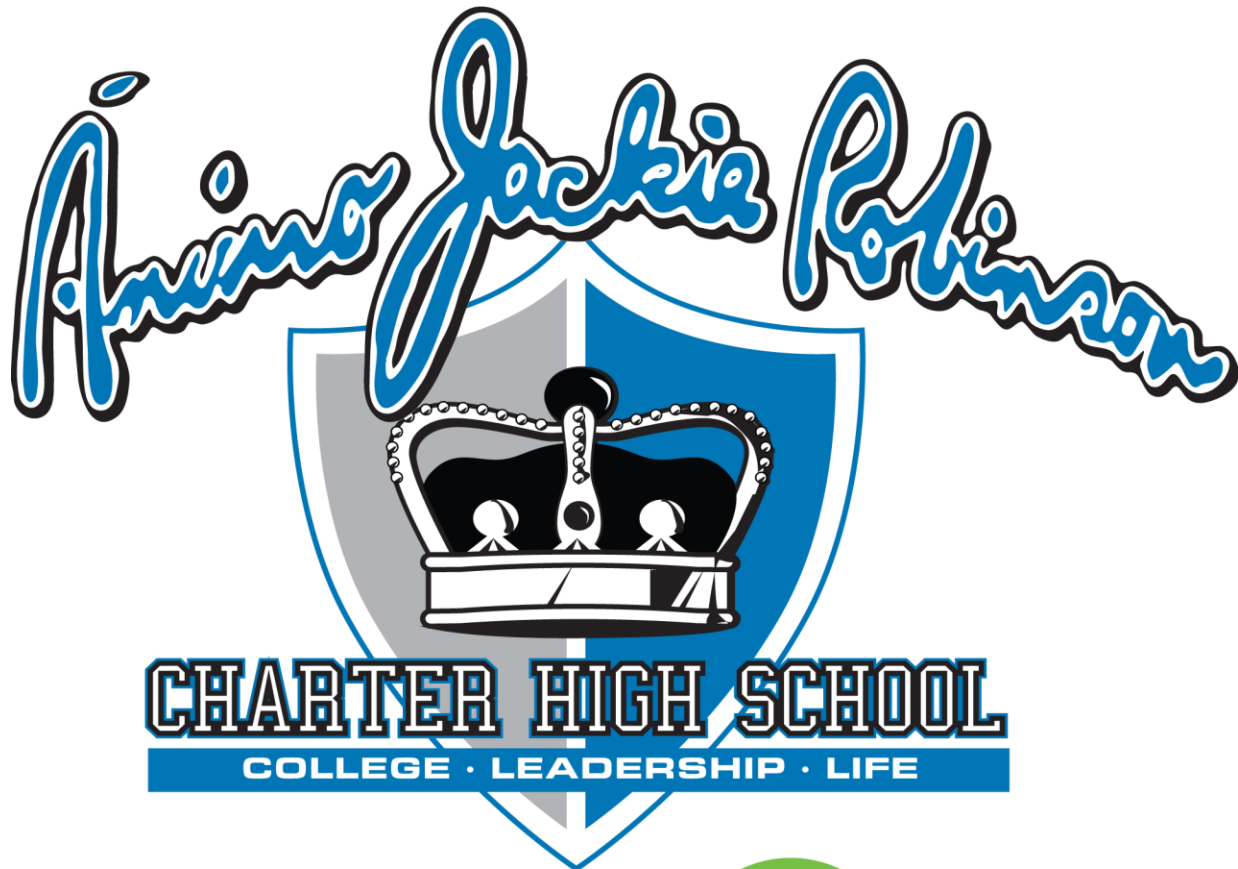
**LAUSD BOARD
APPROVED**



**11/24/20
(BR 120-20/21)
TERM: 2021-2026**

Ánimo Jackie Robinson Charter High

A California Public Charter School



Green Dot Public **schools**

July 1, 2021 to June 30, 2026

Submitted September 1, 2020 to:
Los Angeles Unified School District
Board of Education

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Assurances, Affirmations and Declarations

Ánimo Jackie Robinson Charter High (also referred to herein as “Ánimo Jackie Robinson” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of 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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "District Required Language" (DRL), including the Assurances, Affirmations, and Declarations section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1: The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(c)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

<u>GENERAL INFORMATION</u>	
• The contact person for the Charter School is:	Kristin Botello
• The contact address for the Charter School is:	3500 S. Hill Street Los Angeles, CA 90007
• The contact phone number for the Charter School is:	323-565-1600
• The current address of the Charter School is:	3500 S. Hill Street Los Angeles, CA 90007
• This location is in the LAUSD Board District:	2
• This location is in the LAUSD Local District:	Central
• The grade configuration of the Charter School is:	9-12
• The number of students in the first year will be:	600
• The grade level(s) of the students in the first year will be:	9-12
• Charter School’s scheduled first day of instruction in 2021-2022 is:	August 11, 2021
• The enrollment capacity is:	600
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	See Element 1, “Sample Bell Schedule (Daily Schedule)”
• The term of this Charter shall be from:	July 1, 2021 to June 30, 2026

Strategy for Transforming Los Angeles Secondary Public Education

Green Dot Public Schools California (“Green Dot” or “Green Dot California”), a non-profit public benefit and charter management organization, is leading the charge to help transform public education so all students graduate prepared for college, leadership and life. Green Dot’s efforts are helping to implement a small schools model for all schools, and are raising the public’s awareness around the need for high quality, small public middle schools and high schools.

Green Dot currently operates 19 successful charter schools, 15 of which are authorized by the Los Angeles Unified School District. Green Dot serves over 11,500 students in some of the highest-need areas of Los Angeles. Our schools are located in the following communities: South Los Angeles, Watts, Boyle Heights, Inglewood, Lennox and Venice.

Ánimo Jackie Robinson Charter High School (“Ánimo Jackie Robinson” or “Charter School” or “School”) is a charter high school opened by Green Dot in 2006. Since its opening, the school has existed to meet the specific needs of the students and community it serves. Ánimo Jackie Robinson provides students in downtown Los Angeles with an alternative choice for their high school public education.

New School Model for Urban High Schools

All schools that Green Dot opens and operates are based on the school model that Green Dot has developed over the past seventeen years. Green Dot's school model has been created to ensure that Green Dot can consistently open high-quality schools in which students are being prepared for college, leadership, and life.

There are three main components of a Green Dot school—our core values, our theory of change and our academic model.

Green Dot's Core Values

- An Unwavering Belief in all Students' Potential
- Passion for Excellence
- Personal Responsibility
- Respect for Others and the Community
- All Stakeholders are Critical in the Education Process

Green Dot's Theory of Change

- Firm Commitment to Serve All Students
- Highly Effective Teachers
- Strong School Leaders
- Culture of Transparency, Performance & Accountability

Green Dot's Academic Model

- Ensuring Quality Teaching and Instruction
- Cultivating a College-going Culture
- Eliminating Barriers to Learning
- Promoting Leadership and Life Skills.

Results of Existing Schools

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

Graduation and College Acceptance

Green Dot schools have produced outstanding results: 88% of graduating seniors across Green Dot high schools were accepted into two-or four-year colleges.¹ The graduation rates from most of our schools significantly outpace those of the schools where our students would have previously attended.

Working with Unions to Drive Change

As part of a comprehensive strategy to drive change and to attract and retain high quality teachers, Green Dot has developed a uniquely collaborative relationship with its certificated employee union. Teachers at Green Dot's schools have organized as the Asociación de Maestros Unidos, which is its own bargaining unit, but an affiliate of the California Teachers Association ("CTA"). Green Dot management and the Asociación annually sign a Board-ratified contract that is a clear example of union reform. Key reforms written into the contract and agreed to by the union were: no tenure, teacher performance evaluations,

¹ This is an average across all Green Dot high schools over the past three years. This calculation is based on internal data collected by high school counselors.

professional work days (no defined minutes) and just cause for discipline. Green Dot management has reached an agreement with the Ánimo Classified Employees Association (“ACEA”), a CTA affiliate that is the collective bargaining unit of classified school staff.

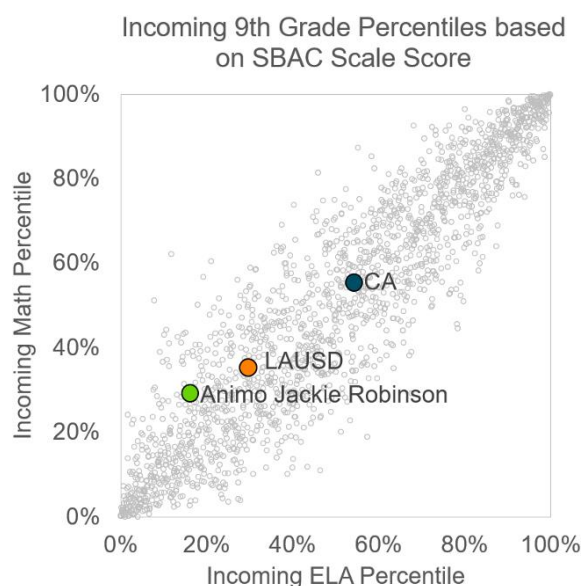
Community Need for the Charter School

Ánimo Jackie Robinson is a high-quality option which has served the downtown Los Angeles community for 14 years. Based on its record of performance, Ánimo Jackie Robinson has successfully implemented its educational program, which is evidenced most clearly by student growth and achievement, as well as high graduation rates.

Context on the Student Population

As described in the surrounding schools demographic table below, 93.4% of students at Ánimo Jackie Robinson qualify for free or reduced-price lunch.² In addition to coming from low-income backgrounds, students entering Ánimo Jackie Robinson are considerably behind their peers in their academic performance. According to 8th grade Smarter Balanced Assessment Consortium (SBAC) scores, students entering Ánimo Jackie Robinson score below the 16th percentile in ELA and the 29th percentile in Math. For comparison, the District average is above the 30th percentile, and statewide average scores are above the 50th percentile.

Student Incoming Performance: Ánimo Jackie Robinson, LAUSD, State of California³



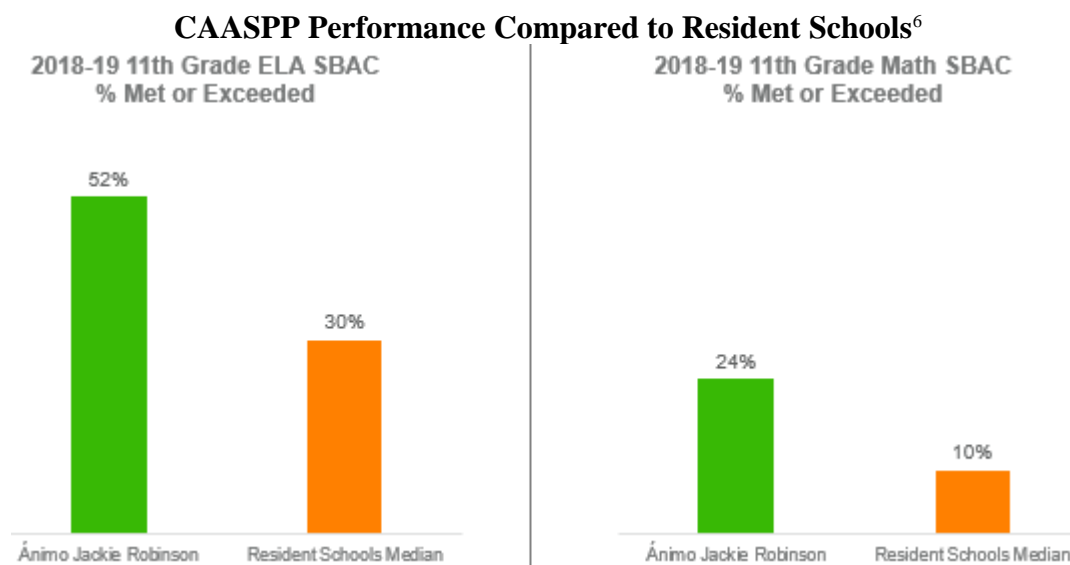
Ánimo Jackie Robinson is committed to serving students from historically underserved communities and providing a high-quality education to all students. Despite the challenges faced by students at Ánimo Jackie Robinson, they exhibit above-average growth and graduation rates which exceed the statewide average. Ánimo Jackie Robinson serves a community need by providing an avenue for success to these students who enter high school behind their peers. By viewing these students in terms of what is possible, Ánimo Jackie Robinson is able to ensure students graduate prepared for college, leadership and life.

² Data from the California Department of Education’s DataQuest: <http://data1.cde.ca.gov/>

³ Based on CAASPP scores downloaded from the California Department of Education’s DataQuest: <http://data1.cde.ca.gov/>

Academic Performance Data and Other Performance Indicators

Despite entering high school with SBAC scores below the twentieth percentile, 51.7 % of students at Ánimo Jackie Robinson Met or Exceeded the Standard for English Language Arts during the 2018-19 administration of the California Assessment of Student Performance and Progress (CAASPP).⁴ This is significantly higher than the Resident Schools Median of 29.5%, even though Ánimo Jackie Robinson student scores were lower than the district before high school. A similar pattern is repeated in SBAC mathematics scores, where the percentage of Ánimo Jackie Robinson students meeting the SBAC standard is more than double the resident schools median.⁵ This reversal in SBAC performance demonstrates Ánimo Jackie Robinson's commitment to the belief that every student, whatever their circumstances, holds the innate potential to achieve their goals and succeed in college, leadership, and life.



Ánimo Jackie Robinson is committed to improving outcomes among all numerically significant student groups.

CAASPP Performance by Subgroup Over Time

	ELA CAASPP % Met or Exceeded		Math CAASPP Percent Met or Exceeded	
	2018-19	2017-18	2018-19	2017-18
All Students	52%	56%	24%	32%
Low Income	51%	55%	24%	31%

⁴ Data from the California Department of Education's DataQuest: <http://data1.cde.ca.gov/>

⁵ Data from the California Department of Education's DataQuest: <http://data1.cde.ca.gov/>

⁶ The following is a list of the Charter School's resident schools: Academy for Multilingual Arts and Science at Mervyn M. Dymally High, Augustus F. Hawkins High A Critical Design and Gaming, Augustus F. Hawkins High B Community Health Advocates, Augustus F. Hawkins High C Responsible Indigenous Social Entrepreneurship, Communication and Technology at Diego Rivera Learning Complex, Diego Rivera Learning Complex Green Design STEAM Academy, Dr. Maya Angelou Community High, Foshay Learning Center, John C. Fremont Senior High, Manual Arts Senior High, NAVA College Preparatory Academy, Performing Arts Community at Diego Rivera Learning Complex, Public Service Community at Diego Rivera Learning Complex, Santee Education Complex, Susan Miller Dorsey Senior High, Thomas Jefferson Senior High

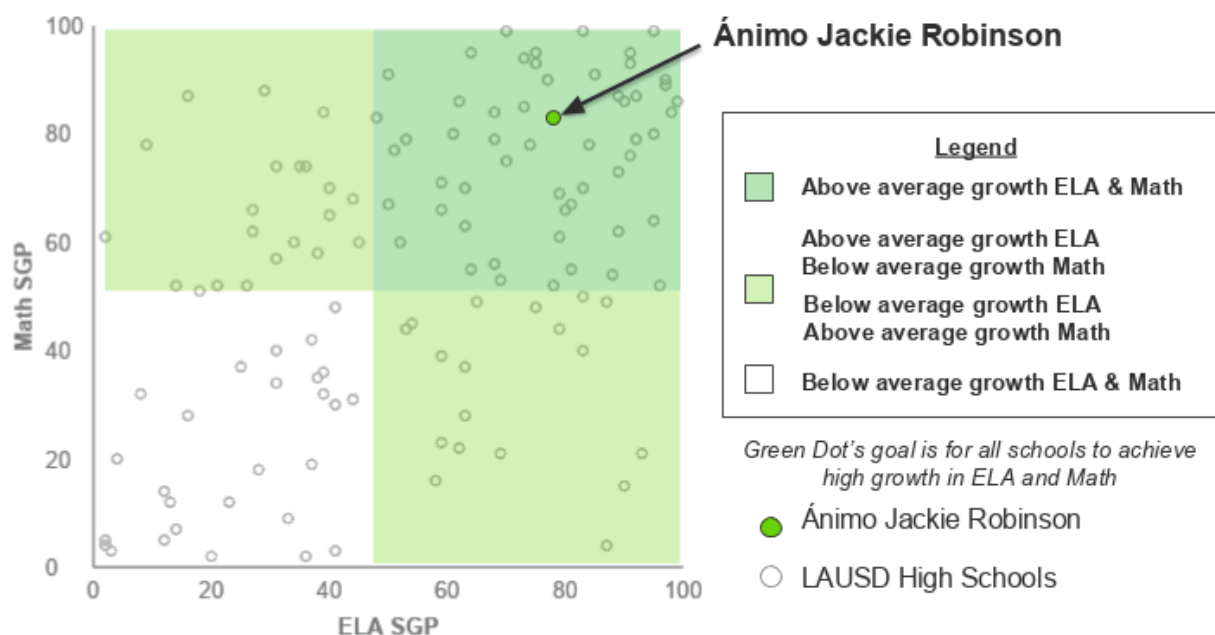
Latino	52%	57%	25%	32%
Students with Disabilities	0%	0%	0%	0%
English Learners	5%	6%	5%	0%

Statistically significant subgroups on the 2018-19 and 2017-18 administrations of the CAASPP.

Additional evidence of Ánimo Jackie Robinson’s success is found in student growth indicators, including CORE Student Growth Percentiles, Reading Inventory, and i-Ready. Reading Inventory and i-Ready are nationally-normed assessment to monitor performance in literacy and math.

CORE Student Growth Percentiles

According to CORE Student Growth Percentile (“SGP”), a growth metric developed in collaboration with the California Department of Education which measures student growth based on incoming CAASPP data, students at Ánimo Jackie Robinson are growing faster than their peers. With SGP scores of 78 in English Language Arts and 83 in Mathematics, Jackie Robinson students are growing more than 78% and 83% of similar students attending schools across the state in English Language Arts and Math, respectively. For context, a student growth percentile of 50 is equivalent to approximately one year of growth.



Reading Inventory

Ánimo Jackie Robinson administers Reading Inventory by Houghton Mifflin Harcourt assessments to monitor performance in literacy using lexile scores. Reading Inventory assessments are nationally-normed assessments. About half of students in the U.S. have a lexile score. This allows Reading Inventory to create reliable growth projections for each student.⁷ Reading Inventory considers average annual growth, derived as a function of the student’s initial (Fall) Lexile measure, to be one year of growth for a student. A student

⁷ Educator Guide: Lexile Framework for Reading <https://lexile.com/wp-content/uploads/2018/09/Lexile-Educator-Guide-MM0066W.pdf>

that exceeds annual growth would be exceeding what is considered a year of growth in a year's time. Therefore, we can use expected annual growth as a proxy for one year of growth as it pertains to the language in Education Code Section 47607.2(b), which reads, "In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing...the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school."

During the 2018-19 school year, students at Ánimo Jackie Robinson grew 140% more than their projected growth goals, with every subgroup meeting their projected growth goals. Despite partial year testing in 2019-20 due to COVID-19, a similar trend was evidenced in 2019-20. By the mid-year assessment, students had already met or were on their way to meeting their growth projections set by Reading Inventory.



i-Ready Assessment

Ánimo Jackie Robinson administers i-Ready assessments to monitor performance in math using i-Ready scale score points. i-Ready assessments are nationally normed assessments. i-Ready growth projections are based on data from millions of students nationwide.⁸ i-Ready's Typical Growth goal, which is differentiated for students based on their initial placement level, represents the observed average (median) growth nationally; thus, if a student achieves 100% of their typical growth goal in one year, that student may be considered to have made the expected/average progress in one year. For a group of students, the median % of typical growth achieved would be

⁸ Using i-Ready Diagnostic as a Student Growth Measure, i-Ready <https://4.files.edl.io/cf97/08/09/18/180052-8928a370-85d0-491d-b0c5-5284c8108535.pdf>

the recommended metric to use; and if the group attains a median of 100%, then we can conclude that this group of students made the expected/average progress in one year.

In 2018-19, students grew 43% more than their projected growth goals in math, with every student group exceeding their projected growth goals. Despite partial year testing in 2019-20 due to COVID-19, a similar trend was evidenced in 2019-20. By the mid-year assessment, students were on their way to meeting their growth projections set by i-Ready.



Ánimo Jackie Robinson has seen significant academic growth across all student groups and the school has made investments to further support students with disabilities and English Learners. In order to continue to support subgroup growth for students with disabilities, the school has invested in five Special Education teachers and four Special Education aides for the upcoming year. With this additional investment, the school is able to implement a comprehensive co-teaching model that integrates teachers into content area courses for collaborative instruction with the general education teacher. Ánimo Jackie Robinson has also invested in additional programs such as a special education peer mentoring program and a partnership with the County's Department of Rehabilitation that offers individualized coaching to support students with their post-secondary goals. As shown above, students with disabilities are on track to meeting their academic goals in Reading Inventory and i-Ready with over 100% of students with disabilities meeting their projected growth goals.

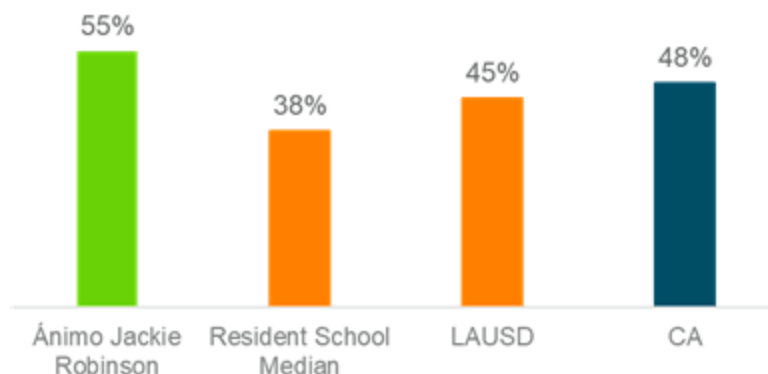
Ánimo Jackie Robinson is committed to serving all students, including English Learners. 55% of English Learners are making progress on the ELPAC according to the English Language Progress Indicator.⁹ This is higher than the Resident Schools' median, District's average, and State's average. Additionally, 10% of English Learners reclassified to Fluent English proficient.¹⁰ This is particularly impressive given that

⁹ Data from the California Department of Education's DataQuest: <http://data1.cde.ca.gov/>

¹⁰ Data from the California Department of Education's DataQuest: <http://data1.cde.ca.gov/>

64% of students are Long-Term English Learners. Additionally, 38% of English Learners dual-identify as Students with Disabilities.

English Language Progress Indicator Compared to Resident Schools, District and State¹¹



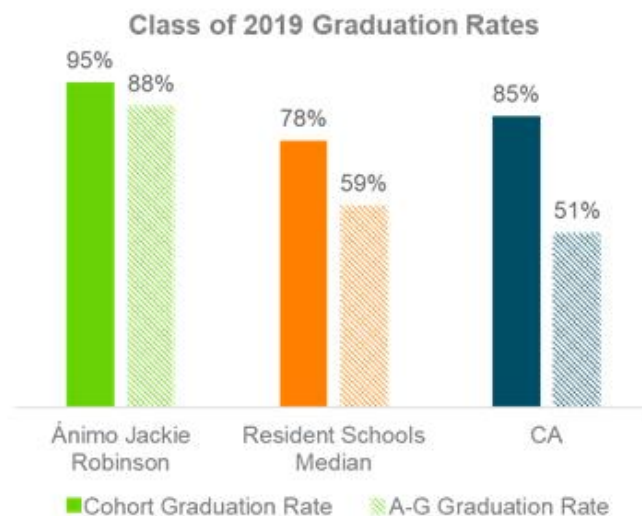
To support English Learners, professional development for all teachers will continue to focus on the CA English Language Development standards, implementation of language objectives, explicit language instruction and provide an integrated learning experience for all Newcomer and Long-term English Learners in all classrooms to increase language development and improve reclassification rates.

Graduation Rates

Ánimo Jackie Robinson is committed to ensuring that all students are graduating from high school at high rates and are prepared for college, leadership, and life. According to the California Dashboard, Jackie Robinson's 2018-19 graduating cohort graduation rate was 95%. To give this context, the Resident Schools Median graduation rate in 2019 was 78% and the statewide average was 85%.¹² In addition, Ánimo Jackie Robinson boasts a high A-G graduation rate. In 2018-19, 88% of students graduated having met the A-G course requirements, as compared to the Resident Schools Median and State averages of 59% and 51%, respectively. This is particularly impressive given that Green Dot requires students to achieve a C or better in A-G course requirements.

¹¹ Data from the California Department of Education's DataQuest: <http://data1.cde.ca.gov/>

¹² The following is a list of the Charter School's resident schools: Academy for Multilingual Arts and Science at Mervyn M. Dymally High, Augustus F. Hawkins High A Critical Design and Gaming, Augustus F. Hawkins High B Community Health Advocates, Augustus F. Hawkins High C Responsible Indigenous Social Entrepreneurship, Communication and Technology at Diego Rivera Learning Complex, Diego Rivera Learning Complex Green Design STEAM Academy, Dr. Maya Angelou Community High, Foshay Learning Center, John C. Fremont Senior High, Manual Arts Senior High, NAVA College Preparatory Academy, Performing Arts Community at Diego Rivera Learning Complex, Public Service Community at Diego Rivera Learning Complex, Santee Education Complex, Susan Miller Dorsey Senior High, Thomas Jefferson Senior High



Despite the COVID-19 pandemic, internal data for 2020 suggests that graduation rates and A-G rates remained high. In 2020, 94% of cohort seniors graduated, with 84% of those completing A-G requirements.¹³

On top of strong graduation rates, Ánimo Jackie Robinson celebrates high college acceptance and attendance rates. 94% of graduates from the class of 2019 were accepted to and are now attending two- or four-year colleges.¹⁴ For the 2017 class (the most recent class with this data), 84% of graduates persisted to their second year of college. This information clearly demonstrates that Jackie Robinson is following its mission of preparing students for college, leadership, and life.

Graduation Rates by Subgroup

Ánimo Jackie Robinson is cognizant of statewide disparities in graduation rates, and is committed to ensuring all its students are able to graduate. According to California Schools Dashboard data, Ánimo Jackie Robinson outperforms the state graduation rates for every subgroup with available data.

Subgroup	Ánimo Jackie Robinson	Statewide
Latino	95.1%	83.8%
Economically Disadvantaged	95.3%	83.3%
English Learners	89.5%	72.7%
Students with Disabilities	92.3%	70.7%

Beyond achievement measures, Ánimo Jackie Robinson fosters a strong, positive school culture. According to a survey given to families of students at Jackie Robinson, 98% of families said that they

¹³ This calculation is based on internal data that was reported the California Department of Education and will be available on DataQuest.

¹⁴ This calculation is based on internal data collected by high school counselors.

would recommend the school to a friend. According to data from the Dashboard, suspension rates at Jackie Robinson are low, at 2.2 - 2.6% for the 2018-19 school year (CDE- and LAUSD-calculated rates, respectively). Internal assessments for the 2019-20 school year indicate a rate between 1.71 and 1.80%, a decrease from the previous year. Chronic absenteeism at Ánimo Jackie Robinson is also low, at 9.7%, which is nearly half the District chronic absenteeism rate of 18.2%.¹⁵

Additionally, Ánimo Jackie Robinson has also proven its ability to improve student performance per LAUSD's Annual Performance-Based Oversight Visit report. Ánimo Jackie Robinson received the following scores on its 2019-20 Annual Performance-Based Oversight Visit Report: an Accomplished rating in Governance, and Proficient ratings in Student Achievement and Organizational Management and Operations. These district-based evaluations further demonstrate Ánimo Jackie Robinson's ability to serve the student population and stability as a high-quality option for the Los Angeles community.

Lastly, as part of Ánimo Jackie Robinson's mission to prepare students for college, the school offers 17 electives courses and 8 AP courses in Math, English, Science, Government, Spanish, and history. After the school day ends, Jackie Robinson provides high-quality after-school opportunities with 10 athletic teams and 15 other programs ranging from the College Knowledge Club to the RAD in the Neighborhood Art Club. This allows students and families to explore their interests, improve their college-readiness, and engage intellectually and socially beyond the school day. Additionally, Ánimo Jackie Robinson partners with a number of organizations to provide academic and social-emotional intervention programs, enhance students' college readiness and contribute to the surrounding community.

Summary

Students entering Ánimo Jackie Robinson are considerably behind their peers. After starting high school at Jackie Robinson, however, students exhibit high growth and attain high levels of achievement. They graduate at high rates and persist in their college education. The data demonstrates that Ánimo Jackie Robinson serves its community well, and has clear and convincing evidence for renewal.

School Accomplishments

- Ánimo Jackie Robinson celebrates tremendous growth in English Language Arts, with students meeting or exceeding the SBAC standard at a rate more than 20% higher than the Resident School Median.¹⁶
- In the 2018-19 school year, Ánimo Jackie Robinson's cohort graduation was 95%. Furthermore, 88% of high school seniors in the 2018-19 school year completed their A-G course requirements, compared to the district average of 59%.¹⁷
- Graduation rates across subgroups at Ánimo Jackie Robinson remain high, with rates near or over 90% in every category.¹⁸
- Ánimo Jackie Robinson is a Western Association of Schools and Colleges' (WASC) accredited school, receiving a 6-year WASC accreditation through June 30, 2023.

¹⁵ Data from the California Department of Education's DataQuest: <http://data1.cde.ca.gov/>

¹⁶ Data from the California Department of Education's DataQuest: <http://data1.cde.ca.gov/>

¹⁷ Data from the California Department of Education's DataQuest: <http://data1.cde.ca.gov/>

¹⁸ Data from the California Longitudinal Pupil Achievement Data System.

- Ánimo Jackie Robinson has maintained a school suspension rate under 5% for the past four years (2015-16 through 2018-19), and is committed to further reducing its out-of-school and in-school suspension rate through Green Dot's updated approach to discipline and student interventions.¹⁹
- Ánimo Jackie Robinson has had historically high average daily attendance rates for the past three school years (2016-17 2017-18, and 2018-19 school years), averaging at 96.5%.²⁰
- 98% of families would recommend Ánimo Jackie Robinson to a friend, signifying a high level of satisfaction with the school.²¹
- Ánimo Jackie Robinson was listed in the top 25% Best High Schools according to the U.S. News & World Report's 2020 Best High School Rankings.

Areas of Challenge

- Ánimo Jackie Robinson will continue improving outcomes for all students in English Language Arts and Math. The most recently available CAASPP data is from the 2018-19 school year. Since then, Ánimo Jackie Robinson has instituted a number of practices to continue improving academic outcomes. In order to improve academic outcomes in English Language Arts, Green Dot adopted a new English curriculum. To support the curriculum all teachers participated in summer professional development as well as ongoing training and coaching throughout the year. Administrators attended summer professional development to prepare for classroom walkthroughs and data analysis focused on targeted improvement in English classes. In order to improve outcomes in Math, the Green Dot Math Department instituted a strategic plan that used classroom walkthroughs to monitor for rigorous instruction focused on building conceptual understanding. To support the focus on rigorous math instruction, the school continues to participate in Math Mondays – a weekly walkthrough of all math classrooms by the administrative team to observe math instruction, assess pacing of curriculum, and determine next steps for coaching math teachers. Twice per year, these visits will be joined by the Chief Executive Officer, Chief Academic Officer, and Director of Math and Science Programs.
- Ánimo Jackie Robinson saw a decline in A-G rates and the California Department of Education's college-career indicator. While internal rates project a significant improvement to A-G rates in 2019-20, Ánimo Jackie Robinson remains focused on ensuring students are on track for college. To do so, it is partnering with Green Dot's College and Persistence Team to receive additional professional development, improve data collection and implement best practices. Counselors will partner with Advisory teachers to ensure a comprehensive focus on A-G and college readiness beginning in the 9th grade.
- In the transition from CELDT to ELPAC testing, Ánimo Jackie Robinson saw a decrease in its reclassification rates. Ánimo Jackie Robinson will continue to focus on how to best serve its English Learner population with a number of interventions as well as both Designated and Integrated ELD for all English Learners to ensure they receive the supports necessary to graduate.
- Although Ánimo Jackie Robinson's chronic absenteeism rate is significantly lower than the Resident Schools Median, District Average and State Average, Ánimo Jackie Robinson will continue to monitor chronic absenteeism rates. In particular, Green Dot has partnered with Every Day Labs to improve parent and student outreach through increased and targeted communication based on weekly data analysis.

¹⁹ Data was calculated by using internal suspension logs to apply the California Department of Education's suspension rate calculation.

²⁰ Data from the California Department of Education's DataQuest: <http://data1.cde.ca.gov/>

²¹ Based on results from an internal survey administered to parents in the 2018-19 school year.

- Ánimo Jackie Robinson has reduced suspensions and is committed to further reducing its suspension rate using alternatives to suspensions, positive behavioral intervention and supports, and a multi-tiered system of supports.
- Lastly, the COVID-19 pandemic has both immediate and long-term effects on Ánimo Jackie Robinson's student population. The Charter School will continue to work with its multi-tiered system of supports to ensure students' academic, social and emotional needs are being met.

Eligibility for Charter Renewal

The Charter School is eligible for a five-year renewal term under the applicable renewal standard articulated in Education Code Section 47607.2(b)(1), consistent with the determination by the California Department of Education that the Charter School is a “middle tier” school.²² Section 47607.2(b) provides that:

(1) ... [T]he chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

Ánimo Jackie Robinson shows evidence of success on both statewide and local indicators.

Indicator	2018 State	2018 AJR	2019 State	2019 AJR
Statewide Indicators				
CAASPP ELA				
CAASPP Math				
Suspension Rate				
College/Career				
Graduation Rate				
EL Progress Rate			48.3% (Medium)	55.1% (High)
Local Indicators				
Basics: Teachers, Instructional Materials, Facilities		Standard Met		Standard Met
Parent and Family Engagement		Standard Met		Standard Met
Local Climate Survey		Standard Met		Standard Met
Access to a Broad Course of Study		Standard Met		Standard Met
Implementation of Academic Standards		Standard Met		Standard Met

²² See <https://www.cde.ca.gov/sp/ch/documents/ab1505results2020.xlsx> at row 144.

The applicable renewal standard also requires the Charter School’s renewal petition to satisfy the following additional criteria with “verified data:”

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

As shown in the data above, Ánimo Jackie Robinson also demonstrated clear and convincing evidence of annual measurable increases in academic achievement and progress, equivalent on average to a year or more than a year’s progress for each year in school, based on nationally-normed assessments, Reading Inventory and i-Ready, as well as the Charter School’s CORE student growth percentiles, which are based on statewide assessment data. These data points present clear and convincing evidence of measurable increases in academic achievement. (Education Code Section 47607.2(b)(3)(A).)

Another way Green Dot evaluates the success of its schools is by the California Charter Schools Association (“CCSA”) accountability framework, explained below. The report below is an evaluation of our school according to the CCSA’s framework based on publicly available academic indicators. All non-DASS public schools with 30+ CAASPP test-takers and in operation for 4 or more years are evaluated by the CCSA based on the past three years’ worth of assessment results and post-secondary outcomes.

Per CCSA’s accountability framework, as described below, our school is *above* CCSA’s minimum academic criteria and *has met the academic threshold* for CCSA’s public advocacy support for renewal.²³

Every school in the Los Angeles Unified School District catchment is evaluated on the following criteria, and is considered “above” if the school is able to demonstrate academic success on at least one of the following metrics:

- **State Rank (Academic Status):** DFS decile rank of 4 or more in 2 of the past 3 years (DFS is described below). Academic Status is the school’s DFS compared to all other eligible public schools in California, using decile rank.
- **Similar Schools Rank (SSR):** SSR of 4 or more in 2 of the past 3 years. The Similar Schools Rank is a 1-10 decile ranking of average student test results, after taking into account the demographics of a school’s tested students.

For Elementary and Middle Schools:

- **Academic Growth:** Above the 75th percentile in DFS growth over the past 3 years (between 2015 and 2017, this was 18+ points). Academic Growth is the amount of change in a school’s average DFS over the past three years, and shows that the school is making some progress toward having all students meet ELA and Math proficiency standards.

For High Schools:

- **Post-secondary readiness:** 75% of graduating seniors have completed the minimum course requirements of the University of California/California State University system with a “C” or better in 2 of the past 3 years.

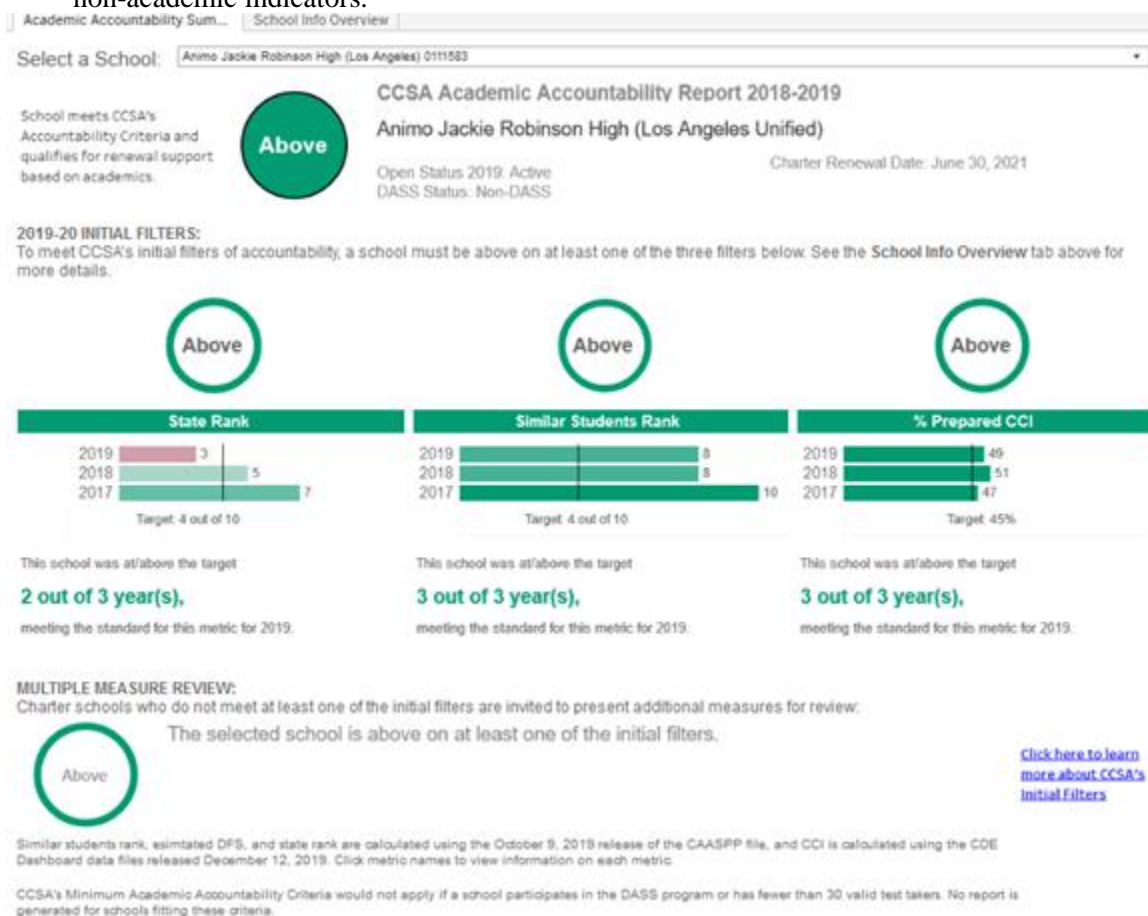
Regardless of whether a school is above on any one of the above metrics, if a school is in the bottom 5 percent of performance statewide on DFS in 2 of the past 3 years, the school is required to participate in a

²³ CCSA’s accountability framework is based on publicly available data collected from the California Department of Education. The most recent publication is based on data from the 2018-19 school year.

Multiple Measure Review in order to determine eligibility for CCSA’s public advocacy support for renewal. The Charter School was not required to participate in the Multiple Measure Review.

Additional information about CCSA’s accountability framework:

- CCSA ranks the DFS score given to every eligible public school in the state from lowest to highest into percentiles (1-100) and 10 decile ranks. The 1st percentile is equivalent to the lowest 1% of schools statewide, while the 1st decile translates to the bottom 10% of schools (1-10), according to the schools’ average CAASPP results. Conversely, the 10th decile rank is equivalent to a school having an average DFS in the top 10% of schools statewide (91-100). A school’s percentile and decile rankings are used to evaluate whether the school is meeting minimum academic performance.
- CCSA’s accountability framework is in alignment with California Education Code §§47607 in its similar use of State Rank and Similar Schools Ranks as well as prioritizing “pupil academic achievement for all groups of pupils served by the charter school as the most important factor” in determining whether to advocate for the renewal or non-renewal of the school. CCSA uses California Education Code §§52066 in determining what to classify as an indicator of academic achievement. This is in contrast to the California Dashboard published by the California Department of Education, which does not prioritize or weight academic achievement greater than non-academic indicators.



Success of the Key Features of the Educational Program

Ánimo Jackie Robinson provides students and parents with a small school environment, personalized approach to learning, and rigorous curriculum. The Charter School’s focus on quality teaching and

curriculum is demonstrated by the staff's implementation of the College-Ready Teaching Framework, intensive professional development on Green Dot's academic model and Signature Strategies, and adoption of the Green Dot Common Assessment Program in all core subjects (i.e., Common Core-aligned quarterly assessments) to measure student mastery and drive instructional decisions. In addition, there is a college-going culture on the campus that permeates all aspects of the Charter School. Ánimo Jackie Robinson provides a Chromebook for every student with a 1:1 student to device ratio. This focus on technology supports the personalized learning of every student and access to extended learning at home.

Success of the School's Educational Program in Meeting the Specific Needs of its Student Population, Including Numerically Significant Subgroups

Ánimo Jackie Robinson's educational program successfully meets the needs of its diverse student population. Ánimo Jackie Robinson provides an alternative education model for the downtown Los Angeles community. Ánimo Jackie Robinson uses a data-driven collaborative approach to meet the needs of its students. A focus on data allows the school to individualize supports for students and provide appropriate intervention and acceleration. Furthermore, the small school model offers additional support and attention for students who would otherwise attend large high schools serving up to 1,900 students. Ánimo Jackie Robinson's target community is predominantly low-income, academically disadvantaged students who will benefit from the supports that will be available at Ánimo Jackie Robinson. Reflective of the community, Ánimo Jackie Robinson will serve a diverse student population that may include advanced students, students below grade level, English Learners, and special education students. The schools will aim to create a culturally responsive school that is rigorous and supportive.

Examples of these supports include:

- For all students, implementation of all three tiers of the Multi-Tiered System of Supports ("MTSS") with Social Emotional, Behavioral and Academic Intervention.
- For English Learners and Special Education students, Academic Interventions include programs and progress monitoring in Literacy, Math, English Language Development and Special Education.
- For students below grade level and Special Education students, programs for students requiring additional enrichment and intervention support, including Literacy Enrichment, Math Foundations, individualized tutoring, classroom push-in and co-teaching models and small strategic groupings
- For all students, an Advisory program to prepare them with the tools and behaviors to succeed in college, leadership and life – covering topics such as: academic preparation, promotion of college awareness, developing strong peer relationships, developing life skills in areas such as resiliency/grit, growth mindset, organization, communication, health/nutrition and personal finance
- For students with social-emotional needs, integrated wraparound services to help address social and non-academic barriers to student learning including small group counseling and individual student counseling
- For all students, proactive and positive student behavior management, including various alternatives to suspension
- For advanced students, enrichment opportunities including Honors, Advanced Placement classes and additional elective courses
- For all students, opportunities for students to explore student leadership and other interests through participation in elective courses, student government, after-school programs and clubs
- In collaboration with the LAUSD Special Education Local Plan Agency ("SELPA"), Ánimo Jackie Robinson offers special education services for students with disabilities including a Resource Program that offers a co-teaching program and learning center. The programs are designed to foster a high-quality program for students with special education needs. Additionally,

our special education programs cultivate collaboration between general and special education teachers to guarantee that students with disabilities are integrated into the school to the maximum extent possible to allow them full access to all programs.

Areas of Challenge the Charter School has Experienced and How They Will be Improved in the New Charter Term

In the new charter term, the school will continue to improve upon its implementation of the academic program and continue to promote a strong and supportive school environment for all students. In particular, Ánimo Jackie Robinson will focus on the growth and academic achievement of all student subgroups in core subjects, and will monitor their performance and progress through its assessment program. Additionally, Ánimo Jackie Robinson is committed to strengthening its school culture, and will further its implementation of positive behavior supports and alternatives to suspension to achieve this in the new charter term.

Surrounding Schools Demographic for 2019-20 and Performance Data for 2018-19

	# of Students *	% Students Eligible for Free/Reduced Lunch **	% of Special Ed. Students ***	% of English Learners *	% Latino *	% Black *	SBAC % Met/Exceed ELA ****	SBAC % Met/Exceed Math ****
	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2018-19	2018-19
Ánimo Jackie Robinson Charter High School	620	93.4%	14.8%	12.1%	93.5%	4.7%	51.7%	23.8%
Resident District Schools								
Dr. Maya Angelou Community High	1094	96.9%	12.6%	34.5%	91.3%	7.4%	23.9%	1.8%
NAVA College Preparatory Academy	702	98.4%	8.4%	23.4%	96.3%	2.6%	37.8%	14.6%
Santee Education Complex	1788	98.0%	12.6%	21.1%	93.0%	5.2%	60.4%	20.3%
Thomas Jefferson Senior High	709	98.0%	13.4%	32.9%	88.9%	9.0%	26.1%	9.2%
Resident School Median	902	98.0%	12.6%	28.2%	92.2%	6.3%	32.0%	11.9%

* Data from DataQuest: <http://data1.cde.ca.gov/>

** Data from CDE (Student Poverty FRPM Data): <http://www.cde.ca.gov/ds/sd/sd/files.asp>

*** Based on internal PowerSchool data. Due to the variation in business rules between DataQuest and CALPADS, 2019-20 Students with Disabilities rates posted on DataQuest are not accurate.

****Data from LAUSD Data Packet

While open to all students, Ánimo Jackie Robinson will make a substantial effort to recruit underserved, low-income students in the downtown Los Angeles community, including special education students and English Learners, who would typically attend nearby schools such as Jefferson High School or Manual Arts High School. Ánimo Jackie Robinson is open to all students, however it aims to serve students in need of a high-quality educational option in the downtown Los Angeles community. In particular, Ánimo Jackie Robinson will make an effort to recruit from communities with historically low-performing schools and in need of a high-quality alternative option. Please see Element 7 for more information on how Ánimo Jackie Robinson will attract students from these neighborhoods. The table above shows the demographic and achievement data for Ánimo Jackie Robinson's target student population.

Enrollment

Ánimo Jackie Robinson serves students in grades nine through twelve. Starting in the 2021-22 school year, the school will matriculate approximately 150 ninth grade students each year. At enrollment capacity, Ánimo Jackie Robinson will approximately serve 600 students. The table below shows Ánimo Jackie Robinson's projected five-year enrollment.

Projected Five-Year Student Enrollment

Grade	Year 1: 2021-22	Year 2: 2022-23	Year 3: 2023-24	Year 4: 2024-2025	Year 5: 2025-2026
9	150	150	150	150	150
10	150	150	150	150	150
11	150	150	150	150	150
12	150	150	150	150	150
Total	600	600	600	600	600

Goals & Philosophy

Mission Statement

The mission of Ánimo Jackie Robinson is to prepare students for college, leadership, and life through innovative instruction, a rigorous curriculum, and the use of cutting-edge technology. Ánimo Jackie Robinson is committed to the education, development, and socioeconomic success of all students.

We achieve our mission through a thoroughly student-centered environment that fosters life-long learning, cross-cultural competency, social responsibility, and academic excellence. We align the efforts of family, community, and school to foster these values. Parent education supports parents and families to support student learning and the issues they and their children face outside of the classroom that can affect their learning and lives as whole. Parent engagement includes, but is not limited to the following activities: Ánimo Parent Academy, Community Organizing Institute, Adult Education Classes and Road to College Workshops.

Vision Statement

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

Our mission and vision statements are in line with current research and education practices. The school's underlying philosophy is based on the belief that all students can learn and will learn when they feel part of a community. Students are more likely to experience success when their home cultures are valued. To

this end, our vision encourages parents to partner with faculty to create an atmosphere where all students can and will learn.

Ánimo Jackie Robinson's Goals, Actions and Services from its Local Control and Accountability Plan

LCFF STATE PRIORITIES	
GOAL #1	
Provide for Basic Services	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p>Outcome 1:</p> <ul style="list-style-type: none"> 100% of teachers will be fully credentialed in the subject areas and for the pupils they are teaching. 100% of ELA and Math teachers will use standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks. 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog. Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs. The school will offer at least one Physical Education course offering. The school will offer at least one visual and performing art (VAPA) elective. The school received an average score of 90% or higher on the facilities survey, indicating that the school is in good or exemplary repair. <p>Outcome 2:</p> <ul style="list-style-type: none"> All ELA and Math "Course at a Glance" materials and curriculum maps will be aligned to CA Common Core State Standards Green Dot Education Team and school staff (e.g., administrators, teachers) will be engaged in curriculum development Appropriate allocations will be made for standards-aligned materials in the school budget School will utilize diagnostic and summative/formative assessment data to determine student placement and academic progress. Instructional materials and strategies will be adopted to meet specific student academic needs <p>Outcome 3:</p> <ul style="list-style-type: none"> Charter School will design its master schedule to meet the needs of all its students Master schedule will focus on core courses aligned to CCSS and CA content standards, and include Advisory and interventions as needed. Teachers will be provided with differentiated professional development focused on effective instructional practices and coaching to ensure that they can effectively implement standards-aligned curriculum <p>Outcome 4:</p> <ul style="list-style-type: none"> Administrators and counselors will assess student needs to inform master schedule School will employ at least 1 teacher credentialed to teach PE <p>Outcome 5:</p> <ul style="list-style-type: none"> Administrators and counselors will assess student needs to inform master schedule School will employ at least 1 teacher credentialed to teach VAPA elective <p>Outcome 6:</p> <ul style="list-style-type: none"> Daily general cleaning by custodial staff will maintain campus cleanliness Regular facility inspections and audits will screen for safety hazards Coordinate school maintenance and repairs with Green Dot Operations staff and external providers, as appropriate 	
Expected Annual Measurable Outcomes	
<p>Outcome #1: Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching</p> <p>Metric/Method for Measuring: Percent of credentialed teachers</p>	

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #2: Students will have access to standards-aligned materials and additional instructional materials as outlined in the school's charter petition ²⁴						
Metric/Method for Measuring: Percent of ELA and Math teachers using standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #3: Students will have access to the educational program as outlined in the school's charter petition						
Metric/Method for Measuring: 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog and Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #4: Students will participate in at least one year of Physical Education throughout their high school career						
Metric/Method for Measuring: School will offer at least one Physical Education course offering						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
All Students (Schoolwide)	1	1 or more	1 or more	1 or more	1 or more	1 or more
Outcome #5: Students will participate in at least 1 visual and performing art elective (e.g., drama, music) throughout their high school career						
Metric/Method for Measuring: School will offer at least one visual and performing art (VAPA) elective						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
All Students (Schoolwide)	3	1 or more	1 or more	1 or more	1 or more	1 or more
Outcome #6: School facilities are maintained in good repair						
Metric/Method for Measuring: 90% in good or exemplar repair						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
All Students (Schoolwide)	N/A	Greater than 90%	Greater than 90%	Greater than 90%	Greater than 90%	Greater than 90%
GOAL #2						
Proficiency for All				Related State Priorities:		
				<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7
				<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 8
				<input type="checkbox"/> 3	<input type="checkbox"/> 6	

²⁴ This outcome is applicable to all courses.

						Local Priorities:
						<input type="checkbox"/> :
						<input type="checkbox"/> :
Specific Annual Actions to Achieve Goal						
<p>Outcomes 7, 8, 9:</p> <ul style="list-style-type: none"> All classroom instruction will be conducive to student learning in adequate learning environments²⁵ Students will have access to appropriate CCSS/CA content standard aligned instructional materials Teachers will be provided with differentiated professional development focused on effective instructional practices and coaching to ensure that they can effectively implement a standards-aligned curriculum Classroom instruction will incorporate testing strategies in preparation for the CAASPP Formative and summative assessments will be used to measure student learning in core subject areas²⁶ <p>Outcomes 10, 11:</p> <ul style="list-style-type: none"> Annual ELPAC results will be tracked Based on student needs, EL students will receive differentiated support, which could include in-class instructional support, 1-on-1 teacher support and/or small group instruction Teachers will use SDAIE and ELD instructional strategies Teachers will be provided with ELD professional development The campus Instructional Leadership Team and District English Learner Advisory Committee will review the progress of EL students twice per year to make recommendations for program supports, student placement, individual student supports The Green Dot Education Team will review progress of ELD students once per year at a program review²⁷ 						
Expected Annual Measurable Outcomes						
<p>Outcome #7: Increase the percent of students scoring Met Standard and above on SBAC ELA assessments or outperform the statewide average</p> <p>Metric/Method for Measuring: Percent of students scoring Met Standard or above on SBAC</p>						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
All Students (Schoolwide)	56%	57% or greater than statewide average	58% or greater than statewide average	59% or greater than statewide average	60% or greater than statewide average	61% or greater than statewide average
Socioecon. Disadv./Low Income Students	55%	56% or greater than statewide average	57% or greater than statewide average	58% or greater than statewide average	59% or greater than statewide average	60% or greater than statewide average
Latino Students	57%	58% or greater than	59% or greater than	60% or greater than	61% or greater than	62% or greater than

²⁵ An adequate learning environment is safe, clean, and conducive to learning with furniture and resources needed for a teacher to execute classroom instruction.

²⁶ Students are assessed in non-core subjects with formative and summative assessments to measure their demonstration of mastery of the standards.

²⁷ The program review is a comprehensive data analysis completed by the Area Superintendent and the administrative team of the school site. This review of the progress of ELD students is in addition to the requirements specified in the EL Master Plan.

		statewide average	statewide average	statewide average	statewide average	statewide average
African American Students*	-	-	-	-	-	-
English Learners*	-	-	-	-	-	-
Students with Disabilities*	-	-	-	-	-	-
Foster Youth*	-	-	-	-	-	-
Outcome #8: Increase the percent of students scoring Met Standard and above on SBAC Math assessments or outperform the statewide average						
Metric/Method for Measuring: Percent of students scoring Met Standard and above on SBAC						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022-2023	2023- 2024	2024-25	2025-26
All Students (Schoolwide)	32%	33% or greater than statewide average	34% or greater than statewide average	35% or greater than statewide average	36% or greater than statewide average	37% or greater than statewide average
Socioecon. Disadv./Low Income Students	31%	32% or greater than statewide average	33% or greater than statewide average	34% or greater than statewide average	35% or greater than statewide average	36% or greater than statewide average
Latino	32%	33% or greater than statewide average	34% or greater than statewide average	35% or greater than statewide average	36% or greater than statewide average	37% or greater than statewide average
African American Students*	-	-	-	-	-	-
English Learners*	-	-	-	-	-	-
Students with Disabilities*	-	-	-	-	-	-
Foster Youth*	-	-	-	-	-	-
Outcome #9: School will meet the annual API Growth Target or equivalent						
Metric/Method for Measuring: API Growth Target or equivalent						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022-2023	2023- 2024	2024-25	2025-26

All Students (Schoolwide)	N/A ²⁸	Meet or Exceed	Meet or Exceed	Meet or Exceed	Meet or Exceed	Meet or Exceed
Outcome #10: Increase the percent of EL students who reclassify as Fully English Proficient						
Metric/Method for Measuring: Percent of EL students who reclassify as Fully English Proficient						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
English Learners	30%	+/-5% of 30% or greater	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%
Outcome #11: Increase the percent of EL students scoring “Level 3” and “Level 4” on the California English Language Proficiency Assessment for California (“ELPAC”)annual assessment						
Metric/Method for Measuring: Percent scoring “Level 3” or “Level 4”						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
English Learners	N/A	30% +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%
GOAL #3						
Prepared for college, leadership, and life				Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
Outcome 12: <ul style="list-style-type: none">Students will be offered a comprehensive set of A-G courses from the Green Dot High School Course CatalogStudents will meet with counselors to identify an A-G pathway suited to their needs						
Outcome 13: <ul style="list-style-type: none">A recommended application process is provided to all schools to ensure that all students have access to AP coursesSummer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams						
Outcomes 14, 15: <ul style="list-style-type: none">EAP prep will be incorporated into the 11th grade curriculumAll 11th graders will take EAP exams as part of the A-G pathway						
Outcome 16: <ul style="list-style-type: none">Students will attend regular meetings with their school counselors to discuss pathways and requirementsCounselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as neededStudent intervention after high truancy or absenteeismStudents not meeting the attendance standard will be entered into the SART process						
Outcome 17: <ul style="list-style-type: none">Parents/guardians will be notified of graduation requirementsCounselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as neededProgress reports will be sent home to parents/guardians; conferences are scheduled when needed						

²⁸ API was not calculated for the previous school year.

- Students not meeting the attendance standard will be entered into the SART process
- School will provide access to credit recovery as needed

Expected Annual Measurable Outcomes

Outcome #12: Increase the percent of graduates that successfully complete A-G course requirements or greater than 70%

Metric/Method for Measuring: Percent of graduates completing A-G requirements

APPLICABLE STUDENT GROUPS ²⁹	Baseline	2021- 2022	2022-2023	2023- 2024	2024-25	2025-26
All Students (Schoolwide)	75%	70% or greater	70% or greater	70% or greater	70% or greater	70% or greater
Socioecon. Disadv./Low Income Students	75%	70% or greater	70% or greater	70% or greater	70% or greater	70% or greater
Latino Students	75%	70% or greater	70% or greater	70% or greater	70% or greater	70% or greater
African American Students*	-	-	-	-	-	-
English Learners*	-	-	-	-	-	-
Students with Disabilities*	-	-	-	-	-	-
Foster Youth*	-	-	-	-	-	-

Outcome #13: Increase the percent of graduating students who take Advanced Placement (“AP”) exams and earn at least one passing score of 3 or above

Metric/Method for Measuring: Percent of students taking AP courses and earning passing grades

APPLICABLE * STUDENT GROUPS	Baseline	2021- 2022	2022-2023	2023- 2024	2024-25	2025-26
All Students (Schoolwide)	67%	68%	69%	70%	71%	72%
Socioecon. Disadv./Low Income Students	67%	68%	69%	70%	71%	72%
Latino Students	69%	70%	71%	72%	73%	74%
African American Students*	-	-	-	-	-	-
English Learners*	-	-	-	-	-	-
Students with Disabilities *	-	-	-	-	-	-
Foster Youth*	-	-	-	-	-	-

Outcome #14: Increase EAP passage rates – ELA

Metric/Method for Measuring: Percent of students passing EAP

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022-2023	2023- 2024	2024-25	2025-26
All Students (Schoolwide)	14.7%	15.7%	16.7%	17.7%	18.7%	19.7%

²⁹ Applicable subgroups defined as subgroups with a statistically significant sample size for the 2019-20 LCAP.

Socioecon. Disadv./Low Income Students	14.2%	15.2%	16.2%	17.2%	18.2%	19.2%
Latino Students	14.8%	15.8%	16.8%	17.8%	18.8%	19.8%
African American Students*	-	-	-	-	-	-
English Learners*	-	-	-	-	-	-
Students with Disabilities *	-	-	-	-	-	-
Foster Youth*	-	-	-	-	-	-
Expected Annual Measurable Outcomes						
Outcome #15: Increase EAP passage rates – Math						
Metric/Method for Measuring: Percent of students passing EAP						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
All Students (Schoolwide)	8.9%	9.9%	10.9%	11.9%	12.9%	13.9%
Socioecon. Disadv./Low Income Students	8.3%	9.3%	10.3%	11.3%	12.3%	13.3%
Latino Students	8.7%	9.7%	10.7%	11.7%	12.7%	13.7%
African American Students*	-	-	-	-	-	-
English Learners*	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Foster Youth*	-	-	-	-	-	-
Outcome #16: School will maintain low cohort dropout rates or lower than 8%						
Metric/Method for Measuring: Cohort dropout rate						
APPLICABLE STUDENT GROUPS ³⁰	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
All Students (Schoolwide)	8%	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%
Socioecon. Disadv./Low Income Students	8%	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%
Latino	8%	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%
English Learners	8%	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%
African American Students*	-	-	-	-	-	-
English Learners*	-	-	-	-	-	-
Students with Disabilities*	-	-	-	-	-	-
Foster Youth*	-	-	-	-	-	-
Outcome #17: Increase graduation rate or greater than 85%						
Metric/Method for Measuring: Graduation rate						

³⁰ Applicable subgroups defined as subgroups with a numerically significant sample size for the 2018-19 LCAP.

APPLICABLE STUDENT GROUPS ³¹	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
All Students (Schoolwide)	90.4%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%
Socioecon. Disadv./Low Income Students	91.0%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%
Latino	90.1%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%
African American Students*	-	-	-	-	-	-
English Learners						
Students with Disabilities						
Foster Youth*	-	-	-	-	-	-
GOAL #4						
Focus on school culture				Related State Priorities:		
				<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
				<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8
				<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 6	
				Local Priorities:		
				<input type="checkbox"/> :		
				<input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<p>Outcome 18:</p> <ul style="list-style-type: none">School will provide a safe, nurturing and engaging learning environment for all students, including those of the various subgroups enrolledParents/guardians and families will be engaged throughout yearSchool will recognize perfect attendance and students who achieve 95%+ attendanceStudents not meeting the attendance standard will be entered into the SART process <p>Outcome 19:</p> <ul style="list-style-type: none">Parents/guardians and students will be informed of school attendance policies specified in the Parent-Student HandbookCounselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as neededStudent intervention after high truancy or absenteeismStudents not meeting the attendance standard will be entered into the SART process <p>Outcomes 20, 21:</p> <ul style="list-style-type: none">School will continue its implementation of Safe & Civil strategies, which includes alternatives to suspension such as in-school suspension, lunch detention, Saturday school, etc.³² When necessary, the school will administer out-of-school suspensions in alignment with Element 10 of its charter petition.School will promote positive behavior supportsSchool will implement consistent classroom behavior expectations school-wideAdministrators and the Safe & Civil team will regularly review real-time discipline data and reportsFamilies will be involved in the educational processSchool prohibits suspension for willful defianceGreen Dot Education Team will assess Green Dot Suspension and Expulsion policies annually						
Expected Annual Measurable Outcomes						

³¹ Applicable subgroups defined as subgroups with a numerically significant sample size for the 2018-19 LCAP.

³² In-school suspension, lunch detention and Saturday school are alternatives to suspension and are meant to be representative and not inclusive of all strategies a school may select to use.

Outcome #18: <i>School will maintain a high Average Daily Attendance (“ADA”) at a rate greater than 90%.</i>						
Metric/Method for Measuring: <i>ADA rate</i>						
APPLICABLE STUDENT GROUPS ³³	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
All Students (Schoolwide)	97%	90% or more	90% or more	90% or more	90% or more	90% or more
Socioecon. Disadv./Low Income Students	97%	90% or more	90% or more	90% or more	90% or more	90% or more
Latino Students	97.1%	90% or more	90% or more	90% or more	90% or more	90% or more
African American Students*	-	-	-	-	-	-
English Learners	96.5%	90% or more	90% or more	90% or more	90% or more	90% or more
Students with Disabilities	94.9	90% or more	90% or more	90% or more	90% or more	90% or more
Foster Youth*	-	-	-	-	-	-
Outcome #19: <i>School will decrease student chronic absenteeism rate or lower than 10%.</i>						
Metric/Method for Measuring: <i>Chronic absenteeism rates</i>						
APPLICABLE STUDENT GROUPS ³⁴	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
All Students (Schoolwide)	6.6%	Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%
Socioecon. Disadv./Low Income Students	6.7%	Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%
Latino Students	6.2%	Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%
African American Students*	-	-	-	-	-	-
English Learners	9.5%	Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%
Students with Disabilities	14.5%	13.5% or lower	12.5% or lower	11.5% or lower	10.5% or lower	Lower than 10%
Foster Youth*	-	-	-	-	-	-
Outcome #20: <i>School will decrease suspension rate year-over-year or reduce its school-wide suspension rate to 5% or less.</i>						
Metric/Method for Measuring: <i>Suspension rate</i>						
APPLICABLE STUDENT GROUPS ³⁵	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
All Students (Schoolwide)	1.4%	5% or less	5% or less	5% or less	5% or less	5% or less
Socioecon. Disadv./Low Income Students	1.4%	5% or less	5% or less	5% or less	5% or less	5% or less

³³ Applicable subgroups defined as subgroups with a numerically significant sample size for the 2018-19 LCAP.

³⁴ Applicable subgroups defined as subgroups with a numerically significant sample size for the 2018-19 LCAP.

³⁵ Applicable subgroups defined as subgroups with a numerically significant sample size for the 2018-19 LCAP.

Latino Students	1.5%	5% or less	5% or less	5% or less	5% or less	5% or less
African American Students*	-	-	-	-	-	-
English Learners	2.1%	5% or less	5% or less	5% or less	5% or less	5% or less
Students with Disabilities	1.2%	5% or less	5% or less	5% or less	5% or less	5% or less
Foster Youth*	-	-	-	-	-	-
Outcome #21: <i>School will maintain a low annual expulsion rate.</i>						
Metric/Method for Measuring: <i>Expulsion rate</i>						
APPLICABLE STUDENT GROUPS ³⁶	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
All Students (Schoolwide)	0%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
Socioecon. Disadv./Low Income Students	0%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
Latino Students	0%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
African American Students*	-	-	-	-	-	-
English Learners	0%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
Students with Disabilities	0%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
Foster Youth*	-	-	-	-	-	-
GOAL #5						
Parent, Student and Community Engagement				Related State Priorities:		
				<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7		
				<input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8		
				<input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6		
				Local Priorities:		
				<input type="checkbox"/> :		
				<input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
Outcome 22: <ul style="list-style-type: none">Charter School will ask for parent volunteers to serve on the School Advisory Council						
Outcome 23: <ul style="list-style-type: none">Charter School will have a Parent Coordinator who plans activities and manages communications with parents/guardiansSchool will host at least 2 parent events per semester (e.g., open house, parent conference, coffee with principal)School will offer Parent University/trainings for interested families						
Outcome 24: <ul style="list-style-type: none">Schools will seek student and parent feedback regularly during the school yearFamilies will continue to be involved in all key school operationsSchool will communicate frequently with students and parents on school-related matters and student/school performanceSchool will host events to develop school pride (e.g., open houses, community events)						
Expected Annual Measurable Outcomes						

³⁶ Applicable subgroups defined as subgroups with a numerically significant sample size for the 2018-19 LCAP.

Outcome #22: At least 2 parents will serve on the School Advisory Council (“SAC”)						
Metric/Method for Measuring: Number of parents on SAC						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
All Students (Schoolwide)	Met target	At least 2 parents	At least 2 parents	At least 2 parents	At least 2 parents	At least 2 parents
Outcome #23: At least 2 parent activities or events will be held per semester						
Metric/Method for Measuring: Number of parent activities						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
All Students (Schoolwide)	Met target	At least 2 activities	At least 2 activities	At least 2 activities	At least 2 activities	At least 2 activities
Outcome #24: Students, families and the school community will feel a sense of connectedness						
Metric/Method for Measuring: School survey, at least 80% of responders would recommend this school to a friend						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-25	2025-26
All Students (Schoolwide)	97%	At least 80%	At least 80%	At least 80%	At least 80%	At least 80%

**African American Students and Foster Youth were not a statistically significant student group in the most recently approved Local Control and Accountability Plan.*

The Ánimo Student (A Description of What it Means to be an “Educated Person” in the 21st Century)

Ánimo Jackie Robinson students are "agents of change," individuals who will positively impact our communities. Ánimo Jackie Robinson students will be confident, disciplined, successful, proactive leaders who will excel in high school, college and beyond. Green Dot has identified four goals that describe what it means to be an “agent of change” and an educated person in the 21st century.

Goal #1: Ánimo Jackie Robinson Students will be College-Directed Learners <ul style="list-style-type: none"> Able to think critically and analytically to understand complex concepts across the curriculum Meeting A-G requirements and prepared for college Knowledgeable of college requirements and the application process Knowledgeable of career field choices and educational pathways 	Goal #2: Ánimo Jackie Robinson Students will be Cultural Learners <ul style="list-style-type: none"> Aware of cultural differences, unique group histories and diverse perspectives Exposed to world languages and able to understand the dynamics of language and culture Able to communicate with sensitivity within and across diverse communities
Goal #3: Ánimo Jackie Robinson Students will be Innovative Leaders <ul style="list-style-type: none"> Able to model ethical behavior through involvement in school functions, clubs and committees 	Goal #4: Ánimo Jackie Robinson Students will be Life-Long Learners <ul style="list-style-type: none"> Responsible, mature decision-makers Goal-oriented in their personal pursuits Able to integrate multiple uses of

<ul style="list-style-type: none"> • Able to contribute to the success of individuals and their community through voluntary service • Effective oral communicators in distinct situations • Informed participants in the democratic process 	<ul style="list-style-type: none"> • technology, including emerging technologies • Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community
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Means to Achieve Mission and Vision (How Learning Best Occurs)

Most students learn best in a nurturing, supportive environment where they are known and treated as individuals, and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds is a cornerstone of the Charter School. To ensure that students will receive the personalized attention they need, Ánimo Jackie Robinson and all schools that Green Dot opens/operates will be based on the core values, theory of change and academic model that Green Dot has developed over the past fourteen years.

Green Dot's Core Values

The following core values guide the philosophical core of each and every Green Dot school:

- **An Unwavering Belief in all Students' Potential:** All young adults can be successful learners if they are provided with an excellent academic environment and the necessary tools.
 - Key practices:
 - Provide special intervention courses based on specific needs of student population
 - Provide tiered support for all students through our MTSS
 - Invest in Clinical Services to support retention and success of students facing challenges
 - Provide enrichment courses for high achieving and gifted students. Examples of these enrichment courses are Honors Courses, Advanced Placement courses and other electives as determined by the school. Courses are available to all students, however, data-driven master scheduling is used to provide students with an academic course schedule that is best suited to meet their learning needs.
- **Passion for Excellence:** Strive for excellence in all endeavors. Challenges can be overcome through commitment and passion.
 - Key practices:
 - Use technology and assessment platforms to give teachers and principals real-time access to data
 - Focus on Key Results: Administrators regularly review student performance data with peers and supervisors, and receive feedback on strengths and areas of improvement
 - Structure peer observations among teachers and maintain open door policy
- **Personal Responsibility:** Take responsibility and initiative in our lives and encourage accountability for our actions.
 - Key practices:
 - Demonstrate personal integrity and high individual accountability
- **Respect for Others and the Community:** Respect others in our daily interactions and be positive impacts on our communities.
 - Key practices:
 - Foster collaboration with others

- Promote a positive school culture
 - Provide students with opportunities to develop self-discipline, cooperation, and respect for others inside and outside of the classroom
 - Cultivate the school’s mission, vision and core values
 - Build effective community partnerships and external relations
- **All Stakeholders are Critical in the Education Process:** Young adults will receive the best education when all stakeholders participate in the education process.
 - Key practices:
 - Provide opportunities for stakeholders to participate in the School Advisory Council
 - Host parent education workshops regarding accessing PowerSchool, A-G requirements, college access, conflict resolution and wellness
 - Ongoing satisfaction surveys to assess stakeholders’ opinions and areas of improvement for the school

Green Dot’s Theory of Change:

- **Firm Commitment to Serve All Students:** Green Dot is committed to serving the needs of every student, no matter their background. Green Dot schools are located in communities of highest need, where for many diverse reasons, students are often falling behind and at risk of dropping out. Our schools are located in the following communities: South Los Angeles, Watts, Boyle Heights, Inglewood, Lennox and Venice. In the 2020-21 school year, approximately 99% of current Green Dot students are African-American or Latino and more than 92% qualify for free or reduced priced lunch. Green Dot is also committed to serving high-needs students with 20% English Learner and 15% special education student populations at our schools.³⁷ Moreover, all Green Dot schools are addressing the needs of students who have traditionally struggled in the public school system, and they are achieving greater results than comparable schools in standardized test scores, graduation rates and college matriculation.
- **Highly Effective Teachers:** Green Dot has built a Teacher Development and Evaluation System that provides a common language to guide teacher professional development, evaluation and collaboration for all Green Dot teachers. This framework identifies areas of support for teachers and uses multiple measures of teacher effectiveness (student growth, classroom observations and survey feedback) to create teacher effectiveness scores from Level 1 to Level 4 (Level 4 being a highly effective teacher).
- **Strong School Leaders:** In addition to the individual coaching and professional development that Green Dot principals and assistant principals receive, the organization has also made a large investment to develop an Administrator-in-Residence (“AIR”) program in which candidates are selected to participate in an intensive 12-month, multiple school-site administrator training program. The AIR program trains Residents on Green Dot’s transformation model and builds a pipeline of school leaders with the skills and experience to turnaround chronically failing schools. These Residents will then be placed as school leaders in future Green Dot schools.
- **Culture of Transparency, Performance & Accountability:** Green Dot values results and has built systems and processes to enable accountability and earned autonomy. Administrators and school staff members are able to view assessment results in Green Dot’s data systems and generate customizable reports with school-level, department-level, and teacher-level data. Staff also use Green Dot’s knowledge-sharing platform (Connect) to

³⁷ Based on demographic information across Green Dot Public Schools California, which will be publicly available on the California Department of Education’s DataQuest website.

access resources and will be able to access professional evaluation data and a collection of training modules designed to improve teacher effectiveness on Ed Reflect. Students and parents will have access to the web-based, student information system PowerSchool where they can access student grades, test scores and attendance.

Green Dot's Academic Model

Green Dot's academic model outlines the framework that allows Green Dot teachers and administrators to be successful and focuses on four key elements: 1) Ensuring Quality Teaching and Instruction, 2) Cultivating a College-going Culture, 3) Eliminating Barriers to Learning, and 4) Promoting Leadership and Life Skills. Implementation strategies are provided in the areas of curriculum, student intervention, professional development, parent participation and school operations to help principals and teachers make the most informed decisions for their schools.

1. **Ensuring Quality Teaching & Instruction:** Dedicated, effective teachers with a passion for their work and their students are at the heart 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 professional development and supports. The College-Ready Teaching Framework— a rubric that defines the core competencies expected of all Green Dot teachers – is at the heart of the Teacher Development and Evaluation system. In addition, teachers will be able to pursue professional development and coaching support from the Instructional Coaches as well as from the Green Dot Education Team.
2. **Cultivating a College-going Culture:** Green Dot strives to attain high college acceptance rates by creating a culture of college-for-certain. School leaders create systems for ongoing academic counseling with counselors and advisors and offer college tours at every grade level. In addition, the school master schedule offers elective courses that support core content development (i.e., drama), as well as pre-AP pathways (i.e., honors courses). The elective courses offered are designed to support literacy across the curriculum and critical thinking with an emphasis on the use of text and rigorous problem-solving. Courses are structured to build students' key cognitive strategies: intellectual openness, analysis, reasoning, accuracy and precision, and interpretation. School classrooms demonstrate the successful implementation of behavior management strategies. Support is provided to build key behaviors necessary for success in high school and 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.
3. **Eliminating Barriers to Learning:** Students come to Green Dot from a variety of backgrounds. Academically, many are far behind grade-level. Socially and emotionally, many 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 break down these barriers. Green Dot school leaders successfully implement all three tiers of the Multi-Tiered System of Supports by appropriately providing intervention in literacy, math, English Language Development and Special Education for academic intervention. Green Dot schools offer an Advisory program that provides academic guidance, builds school culture & safety; and promotes college, career 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.
4. **Promoting Leadership & Life Skills:** Green Dot aims to provide students with a broad set of tools, behaviors and skills to prepare them for college and beyond. Systems for student leadership such as student government, our student ambassador program, student mentorship, and the Principal's Advisory Committee give students internal leadership experience. External experience is available through partnerships with community programs, including public speaking opportunities, job shadowing, volunteer work, mentorships, and summer internships. Advisory

programs teach and promote life skills and help to reduce dropouts, foster youth development, enhance academic achievement, and promote whole-being development.

Expected School-wide Learning Results (School Learner Outcomes for Enabling Students to Become and Remain Self-Motivated, Competent and Lifelong Learners)

Schoolwide Learner Outcomes, designed in accordance with the WASC Focus on Learning Guide, embody the goals and high expectations that are maintained for Green Dot students. Schoolwide Learner Outcomes for Ánimo Jackie Robinson include:

Ánimo graduates will be Socially Responsible Citizens who:

- Are culturally aware and are understanding and tolerant of the histories and values of different cultures
- Are leaders within their community who contribute to the improvement of life in their school and community
- Demonstrate personal responsibility and integrity
- Care for their physical environment

Ánimo graduates will be Effective Communicators who:

- Demonstrate skills of speaking, listening, reading, and writing for different purposes and in a variety of situations
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings
- Identify and use resources effectively to gather, communicate, and evaluate information

Ánimo graduates will be Academic Achievers who:

- Produce quality work across the curriculum
- Are knowledgeable with regards to educational pathways and career choices
- Are eligible for college by completing required coursework and equipped with the necessary skills to pursue and succeed in higher education

Ánimo graduates will be Critical Thinkers who:

- Know how to access information and integrate knowledge
- Think and write critically and analytically across the curriculum
- Demonstrate the thinking skills of application, analysis, synthesis, and evaluation in a logical and integrated manner

Ánimo graduates will be Life-long Learners who:

- Are open to discover and develop an enthusiasm and interest for learning
- Are adaptive to a wide array of professional and cultural settings
- Are goal-oriented and understand the importance of continual goal setting

Curriculum and Instruction (How the Objective of Enabling Pupils to Become Self Motivated, Competent, Lifelong Learners is Met by the School)

Green Dot has developed a research-based curriculum appropriate to the student demographics it serves that includes the following: course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, interim assessments and intervention programs. The model is derived from the following continuum of research-based practices:

- **Planning and Preparation:** Based on Essential Elements of Effective Instruction by Madeline Hunter.

- 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.
- **Assessment and Learning:** Based on Understanding by Design: Backwards Design by Jay McTighe and Grant Wiggins.
 - 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. The backward design approach is developed in three stages. Stage 1 starts with educators identifying the desired results of their students by establishing the overall goal of the lessons by using content standards, Common Core or state standards. Stage 2 focuses on evidence of learning by assessment.
 - Teachers plan performance tasks and evidence of understanding. Performance tasks determine what the students will demonstrate in the unit and what evidence will prove their understanding. This can include self-reflections and self-assessments on learning. Lastly, Stage 3 lists the learning activities that will lead students to the desired results.
- **Instructional Strategies:** Based on Teach Like a Champion by Doug Lemov.
 - Teach Like a Champion offers effective teaching techniques to help teachers become champions in the classroom. Additional details provided in the section entitled “Instructional Design, Methods and Strategies.”
- **Classroom Environment:** Based on “Safe and Civil Schools” by Randy Sprick.
 - Green Dot developed a School Culture Team based on the Safe & Civil program, which provides high-quality programs and staff development services to help educators create proactive and positive behavior management strategies in schools. These sessions include school walk-throughs with Green Dot School Culture Specialists to observe discipline and school culture. Findings from these sessions are compiled to create school-specific professional development for teachers and the necessary supports to create an environment where students can learn and where teachers can teach.
- **Culturally Responsive Pedagogy**
 - Green Dot Public Schools believes that culturally responsive pedagogy can increase student engagement, provide access to content, and as a result, bolster feelings of confidence and understanding in students. Green Dot’s Education team is currently analyzing the works of experts in the education field to refine our approach to Culturally Relevant Pedagogy and align our teacher supports to research driven best practices. School leaders and teacher leaders have read Zaretta Hammond’s Culturally Responsive Teaching and the Brain and use her Ready for Rigor framework to work towards a culturally responsive classroom experience for all students.

Instructional Design, Methods and Strategies

Research-based instructional frameworks may include active learning, brain-based teaching and learning, and differentiated instruction to ensure the success of all students at high levels. Research is provided by numerous books, videos, and articles (for example, articles from the Association of Supervision and Curriculum Development) as well as conferences and seminars. Ánimo Jackie Robinson and other Green Dot schools have used books in staff development including: 101 Active Learning Strategies (Mel Silberman, published April 1, 1996), Teaching With The Brain In Mind (Eric Jensen, published January 1, 2005), Classroom Instruction That Works (Marzano, Pickering, Pollock, published January 15, 2012), Professional Learning Communities at Work (Richard DuFour, published 1998), and Focus: Elevating the Essentials to Radically Improve Student Learning (Mike Schmoker, published 2011) among others.

Teachers attend numerous conferences that include: Successful Inclusion Strategies (Susan Fitzell), Engaging Students Through Block Scheduling (Louis Mangione), Vocabulary Development Strategies That Boost Reading and Learning Across All Subject Areas (Kate Kinsella) among many others. This research allows Ánimo Jackie Robinson teachers to learn from successful models and begin implementing strategies in their classroom.

Serving a diverse student population that will need remediation, acceleration and language development, students are grouped in heterogeneous classrooms where all teachers utilize differentiated instruction. Instruction is differentiated based on student data and formative assessments to create a culturally responsive classroom for students to learn. Based on Doug Lemov's Teach Like a Champion, Green Dot has adopted instructional specific, concrete, and actionable techniques focused on student engagement and student accountability for rigorous learning. The following techniques have been identified to ensure teachers are setting high academic expectations, engaging students in lessons and creating a strong classroom culture:

- **No Opt Out:** A sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible.
- **Right Is Right:** Set and defend a high standard of correctness in your classroom.
- **Stretch It:** The sequence of learning does not end with a right answer; reward right answers with follow-up questions that extend knowledge and test for reliability. This technique is especially important for differentiating instruction
- **Format Matters:** It's not just what students say that matters but how they communicate it. Students must take their knowledge and express it in the language of opportunity.
- **Cold Call:** In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.
- **Wait Time:** Delay a few strategic seconds after you finish asking a question and before you ask a student to begin answering it.
- **Everybody Writes:** Set your students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.
- **Do Now:** Students are both productive during every minute and ready for instruction as soon as you start.
- **SLANT:** Sit up, Listen, Ask and answer questions, Nod your head, Track the speaker

Teachers are expected to use an appropriate mix of direct instruction, cooperative learning and individual student practice for all lessons. Teacher professional development is focused heavily on observations and using data to inform instruction, aligning curriculum with Common Core State Standards ("CCSS"), and assessing student mastery of standards on an ongoing basis. We believe the combination of a college-preparatory, standards-based curriculum and teacher professional development based on these methods ensure that all students meet or exceed CCSS.

Ánimo Jackie Robinson students take courses that are college-preparatory, aligned with the CCSS and meet UC/CSU A-G requirements. Students are required to receive a C or higher in order to meet the UC/CSU A-G requirements. Currently, CCSS has been implemented in ELA and Math courses, and Science and History have implemented the Literacy in History/Social Studies, Science and Technical Subjects CCSS. All students are required to earn 240 credits to graduate. Ánimo Jackie Robinson's graduation requirements comply with applicable California law and emphasize, but are not limited to, the traditional subjects of Math, Science, English, History and Foreign Language. These subjects are presented in ways that make them more responsive to the backgrounds and lives of our students. In addition to core subjects, Ánimo Jackie Robinson also offers a variety of electives to provide opportunities for students to meet the A-G requirements, including Visual and performing Arts and Foreign Language.

Because Green Dot’s educational program emphasizes regular assessments and the use of data to increase student achievement, our pacing plans (which prepare for our internal quarterly assessments) guide and define the scope and sequence of the curriculum taught in our schools with regard to the four core subject areas identified by California’s State Board of Education. Green Dot schools implement common assessments in English Language Arts, Math, Science and History.

Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Student Policy Manual and meetings with counselors. Counselors are available for individual meetings with parents as requested and often hold grade level parent meetings to update parents and students on key information for a specific year of their high school experience. Counselors support the academic consultancy protocol led by teachers in Advisory class, which empowers students to monitor their individual academic progress in current classes and overall graduation requirements. Every transfer student participates in an intake meeting which includes a review of his or her transcript and tracking towards graduation. Every exiting student also receives a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the school’s master schedule is informed by student needs to ensure sufficient intervention opportunities are available for the student population.

Below is an outline of Green Dot’s recommended high school curriculum. Administrators and teachers may make adjustments to the school’s master schedule and add additional Green Dot-approved courses in order to meet the specific needs of their students. Teachers are provided with professional development prior to the school year and on an on-going basis to support their implementation of the curriculum and the use of data to inform instruction. The recommended curriculum is based upon the CCSS for ELA and Math, Next Generation Science Standards (“NGSS”), History-Social Science Standards, English Language Development (“ELD”) Standards, and remaining CA State Content Standards (the “State Standards”). Literacy CCSS are incorporated in History and Science, and Next Generation Science Standards are also being integrated in the curriculum. State-adopted texts are used in all core subjects.

Outline of Ánimo Jackie Robinson’s Curriculum

9 th Grade	10 th Grade	11 th Grade	12 th Grade
<ul style="list-style-type: none"> English* Algebra I* Physics* Math Support† / Geometry* Physical Education† Composition / Read 180† Curriculum Skills† 	<ul style="list-style-type: none"> English* Geometry* / Integrated Math* Biology* World History* / AP World History* Spanish I* or Native Speakers I* Art* 	<ul style="list-style-type: none"> American Literature* / AP Literature* Algebra II* / Trigonometry* / Pre-calculus* Chemistry* U.S. History* / AP U.S. History* Spanish II* or Native Speakers II* Geometry* / Algebra II* / Trigonometry* / Pre-calculus* SAT Prep† 	<ul style="list-style-type: none"> World Literature* / AP Language* Trigonometry* / Pre-calculus* / Calculus* Anatomy and Physiology* / AP Chemistry* Government* / Economics* Drama* English Reading and Writing Course (ERWC) † / Journalism† Career and College Readiness†

* indicates core/college preparatory classes. † indicates non-core/non-college preparatory classes.

Summary descriptions of grade level curriculum that will be offered at Ánimo Jackie Robinson can be found below. Honors courses are not traditionally offered in the 9th grade as there is minimal incoming student data to inform placement in the classes. Ánimo Jackie Robinson can offer these courses at their discretion based on the data of students, which informs whether or not there is a need for an accelerated course. Students who do not need intervention in the 9th grade may take an English elective, such as Composition, or be double blocked in a Math class for acceleration on a path to AP Math courses. Additionally, students take two Math courses in the 9th grade. Algebra 1 is the foundational class for all students. Students in need of intervention are also enrolled in a Math Support class. Students who do not need intervention are double blocked in a Geometry class to accelerate their Math pathway towards AP level Math courses.

Green Dot High School Curriculum

History/Social Science

The History-Social Science curriculum is a well-balanced rigorous program based on the California History-Social Studies Content Standards. This program provides both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. Factors considered for UC-Approved courses that satisfy the "a" requirement include but are not limited to the assignment and evaluation of one long or numerous short, challenging, and properly-annotated research papers and a comprehensive final examination. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

Course Title	Grade	Course Length	Credit Type
History/Social Science, History/Social Science Honors, and Advanced Placement Courses			
AP Human Geography A/B	9	YEAR	Uca, a,cg ³⁸
AP World History A/B	10	YEAR	uca, a, cg
AP US History A/B	11	YEAR	uca, a, cg
AP US Government A/B	12	YEAR	uca, a, cg
US Government A/B	12	SEMESTER	uca, a, cg
US Government Honors	12	YEAR	uca, a, cg
US History A/B	11	YEAR	uca, a, cg
US History Honors A/B	11	YEAR	uca, a, cg
World History A/B	10	YEAR	uca, a, cg
World History Honors A/B	10	YEAR	uca, a, cg

AP HUMAN GEOGRAPHY A – 3104 AP HUMAN GEOGRAPHY A – 3105

UC APPROVED (uca, a, cg)

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ

³⁸ "Uca, a, cg" refers to the following: uca = UC Approved, a = History requirement, cg = CAL grant

spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

AP WORLD HISTORY A

AP WORLD HISTORY B

UC APPROVED (uca, a, cg)

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.

College world history courses vary considerably in the approach used, the chronological framework chosen, the content covered, the themes selected, and the analytical skills emphasized. The material in this Course Description presents the choices that the AP World History Development Committee has made to create the course and exam. These choices themselves are compatible with a variety of college level curricular approaches. **THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP WORLD HISTORY.**

AP US HISTORY A

AP US HISTORY B

UC APPROVED (uca, a, cg)

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. ***THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP US HISTORY.***

AP US GOVERNMENT A

AP US GOVERNMENT B

UC APPROVED (uca, a, cg)

An introductory college course in United States government and politics or in comparative government and politics is generally one semester in length. In both subject areas there is considerable variety among the courses offered by colleges. In terms of content, there is no specific college course curriculum that an AP course in United States Government and Politics or in Comparative Government and Politics must follow. Therefore, the aim of an AP course should be to provide the student with a learning experience equivalent to that obtained in most college introductory U.S. or comparative government and politics courses. ***THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP US GOVERNMENT.***

US GOVERNMENT A

US GOVERNMENT B

UC APPROVED (uca, a, cg)

Students will gain an analytical perspective on American Government through an in-depth study of the Constitution and its different interpretations through United States History. By examining the legislative, executive, and judicial branches they will gain an insight at how government affects their own life. There will be an emphasis and analysis of the relationship between local, state and federal government. The course will create civic literate students.

US GOVERNMENT HONORS

UC APPROVED (uca, a, cg)

During this class, students will examine the origins, principles, functions, and evolution of U.S. government. The semester will begin with a review of the motives and ideology that led colonists to revolt against Britain, with particular attention given to important revolutionary documents such as the Declaration of Independence, Preamble to the Constitution, Bill of Rights, and Federalist Papers. Students will then analyze the form and function of the federal government, investigating the unique roles and responsibilities of the legislative, executive and judiciary branches of government. An emphasis will be placed on analyzing the relationship between federal, state, and local governments in order to help students better understand how different government institutions impact their lives. Students will research landmark U.S. Supreme Court decisions and analyze changing interpretations of the Constitution and its amendments. Students will conclude the semester by investigating contemporary issues regarding campaigns for national, state, and local elective offices and the influence of the media on political life.

US HISTORY A

US HISTORY B

UC APPROVED (uca, a, cg)

This class will establish a fundamental comprehension of United States History. Each student will be able to develop individual and social intelligence, prepare for responsible citizenship, increase comprehension of global interrelationships, and foster an understanding of the vital connections among the past, present, and future. The purpose of U.S. History and Geography: Continuity and Change in the 20th Century is three fold: Students will comprehend, analyze and evaluate the major themes, conflicts, and changes in American history with an emphasis on the 20th century. The content is derived from the California State Standards; Students will further develop their historical skills including geography, chronology analysis of primary sources, historiography, perspective and bias; Students will also be given the opportunity to improve writing, presentation (both oral and visual), and critical thinking skills through the assignments of the course.

US HISTORY HONORS A

US HISTORY HONORS B

UC APPROVED (uca, a, cg)

Students will gain the thinking, reading, writing, listening and speaking skills to process and use the course information critically in their daily actions as future voters and civic participants in the United States. They will interact with information from class lectures, primary sources, secondary sources, song lyrics, movies, photographs and political cartoons and develop their own opinions about the merit of each

author's conclusions. Looking at each phase of American history, they will explore the ways in which Americans have attempted to push our government and society closer to realizing the ideal that all people are created equal, and have equal rights to life, liberty, and the pursuit of happiness. This is a college preparatory course which asks students to think critically about the intellectual, economic, and political foundations of the United States, and the degree to which, at different historical turning points, the nation has and has not realized its ideals. The content for the course is determined by the California content standards for 11th grade History-Social Sciences, Continuity and Change in the Twentieth Century, 11.1 through 11.11.

WORLD HISTORY A

WORLD HISTORY B

UC APPROVED (uca, a, cg)

Modern World History highlights the major events in world history beginning with the French and American Revolutions. Students analyze the philosophical roots of today's political systems, the causes and effects of major political revolutions, the Industrial Revolution, both waves of Imperialism, the historical pretext to both World Wars, the aftermath of both World Wars, and major developments in the post-WWII era. Students analyze historical events through multiple perspectives with emphasis on interpreting primary documents.

WORLD HISTORY HONORS A

WORLD HISTORY HONORS B

UC APPROVED (uca, a, cg)

Honors World History covers world history from 8000 B.C.E. to the 20th century. The course emphasizes major themes that include patterns of impact and interaction, relationship of change and continuity, impact of technology, systems of social structure, cultural and intellectual interactions, and changes in the structure and purpose of the state. The course is designed with the ideas of the seven habits of mind, assessed in the AP World History exam in the hope of preparing students for the workload and skills necessary for the AP US History class in the subsequent year. Students learn to construct and evaluate arguments, use and analyze primary documents, assess issues of change and continuity over time, handle diversity of interpretations, see global patterns over time, develop the ability to compare within and among societies, and assess the claims of universal standards yet remain aware of human commonalities and differences.

English

The English curriculum is a well-balanced rigorous program based on the California English/Language Arts Content Standards and Common Core State Standards. UC-Approved courses in English require extensive reading of poetry, prose, plays and novels chosen from a variety of historical periods and styles. The curriculum must emphasize advanced critical analysis and interpretation in order to develop sophisticated written arguments about assigned literature. Frequent writing assignments, especially of papers averaging 3-5 pages in length, should emphasize the stages of composing sustained arguments based on detailed textual analysis: pre-writing, drafting, revising. Writing instruction and carefully designed prompts should aim at enabling students to express complex and interrelated ideas with clarity and a mature, sophisticated style. Regular feedback on written assignments is essential to the success of all level courses. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

Course Title	Grade	Course Length	Credit Type
English, English Honors, and Advanced Placement Courses			
AP English Language and Composition A/B	11-12	YEAR	ucb, b, cg
AP English Literature and Composition A/B	11-12	YEAR	ucb, b, cg
CSU Expository Reading and Writing Course A/B	12	YEAR	ucb, b, cg
English 9 A/B	9	YEAR	ucb, b, cg
English 9 Honors A/B *	9	YEAR	b,cg
English 10 A/B	10	YEAR	ucb, b, cg
English 10 A/B Honors	10	YEAR	ucb, b, cg
English 11 A/B: American Literature	11	YEAR	ucb, b, cg
English 11 A/B Honors: American Literature	11	YEAR	ucb, b, cg
English 12 A/B	12	YEAR	ucb, b, cg
World Literature A/B	11-12	YEAR	ucb, b, cg
World Literature Honors A/B	12	YEAR	ucb, b, cg

AP ENGLISH LANGUAGE AND COMPOSITION A **AP ENGLISH LANGUAGE AND COMPOSITION B**

UC APPROVED (ucb, b, cg)

The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. The college course provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose. But the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. In addition, most composition courses teach students that the expository, analytical, and argumentative writing they must do in college is based on reading as well as on personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (The Chicago Manual of Style), the American Psychological Association (APA), and the Council of Biology Editors (CBE).

As in the college course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. An AP English Language and Composition course should help students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Although such formulaic approaches may provide minimal organization, they often encourage unnecessary repetition and fail to engage the reader. Students should be encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing. *THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD*

COURSE DESCRIPTION FOR AP ENGLISH LANGUAGE AND COMPOSITION.

AP ENGLISH LITERATURE AND COMPOSITION A
AP ENGLISH LITERATURE AND COMPOSITION B

UC APPROVED (*uch, b, cg*)

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The pieces chosen invite and reward rereading and do not, like ephemeral works in such popular genres as detective or romance fiction, yield all (or nearly all) of their pleasures of thought and feeling the first time through. The AP English Literature Development Committee agrees with Henry David Thoreau that it is wisest to read the best books first; the committee also believes that such reading should be accompanied by thoughtful discussion and writing about those books in the company of one's fellow students. *THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP ENGLISH LITERATURE AND COMPOSITION.*

CSU EXPOSITORY READING AND WRITING COURSE A
CSU EXPOSITORY READING AND WRITING COURSE B

UC APPROVED (*uch, b, cg*)

The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of ten rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction). Written assessments and holistic scoring guides conclude each unit. This course will count as meeting the English requirement for students who received conditional EAP status for English.

ENGLISH 9 A
ENGLISH 9 B

UC APPROVED (*uch, b, cg*)

The English 9 course introduces ninth grade students to various types of literature including novels, short stories, poetry, plays and other types of text. Instruction focuses on reading strategies, which enable students to read for understanding of subtlety, ambiguity, and inference, as well as basic comprehension. Students will be able to construct essential meaning from 9th-grade level text. Students will respond to all forms of literature with both written and oral responses. The emphasis on critical

thinking skills and literary analysis will prepare students for higher- level English courses. Students will focus on developing their writing skills with formal essays and informal writing assignments (journal entries, free-writes, character analysis, research assignments and multi-draft essays). They will complete a variety of writing activities including composing personal narratives and responses to literature that incorporate descriptive writing and persuasive strategies. Correct grammar, spelling, punctuation, and usage will be emphasized for students to develop a command of standard writing conventions.

ENGLISH 9 HONORS A

ENGLISH 9 HONORS B

UC APPROVED (uch, b, cg) *No UC Honors Designation

English 9 Honors is a literature-based course that focuses on the development of fluency in the English language through the study of the literary genres and historically and culturally significant works and authors from American and world literature. Students will develop professional speaking and listening skills and compose well-written analytical responses to fiction and non-fiction classic and contemporary selections. Students will be writing in multiple genres, including argumentative, informational, and narrative forms. This class is designed for highly motivated 9th graders who demonstrate exceptional ability in English and are willing to read and write extensively both in and out of class. The curriculum is designed to help students develop their academic English reading, writing, speaking and listening fluency through literary analysis and research writing projects, the study of English grammar and mechanics, vocabulary exercises and class discussion. This course covers the same content as ELA 9 at an accelerated pace and in greater depth and is designed to prepare students to take English 10 Honors and AP English courses junior and senior year. This course is aligned with the California State Standards.

ENGLISH 10 A

ENGLISH 10 B

UC APPROVED (uch, b, cg)

The English 10 course is a continuation of the literary analysis that is developed in the ninth grade. Students read a variety of texts including novels, short stories, poetry, plays, and informational texts. It also introduces World Literature, with essential questions emphasizing the balance of power and responsibility. Instruction focuses on reading strategies which enable students to read for understanding of subtlety, ambiguity, and inference, as well as basic grade level comprehension. Students will be able to construct essential meaning from 10th grade level text. The emphasis on critical thinking skills and literary analysis will prepare students for higher- level English courses. Writing instruction focuses on strategies that enable students to create coherent and relevant text, including a variety of essays, journals, and letters which address the 10th grade writing Common Core standards and which are necessary to post-secondary college and career requirements. Correct grammar, spelling, punctuation, and usage will be emphasized for students to develop a command of standard writing conventions.

ENGLISH 10 HONORS A

ENGLISH 10 HONORS B

UC APPROVED (uch, b, cg)

This class will focus on the in- depth study and analysis of some of the great American and British writers including Steinbeck, Shakespeare, Golding, Bradbury, Morrison, and Salinger. It introduces World Literature with an emphasis on Greek mythology and Homer's *The Odyssey*. The course requires critical analysis and interpretation of text both written and in class discussion. Students will continue to develop

composition, vocabulary, and grammar skills, and the California State Standards in reading, writing, listening and speaking skills. Students study grammar, academic language and vocabulary skills in the context of novel units and in separate mini-lessons. In addition to novels, students read short stories, poetry, and non-fiction pieces from contemporary sources. Students compose narrative, descriptive, persuasive, and analytical essays in response to readings, as well as stand-alone short stories, informational articles, research essays, book reviews, and other ‘real-world’ writing.

ENGLISH 11 A

ENGLISH 11 B

UC APPROVED (uch, b, cg)

The English 11 American Literature course is a novel-based course that, with the adoption of the common core, also has a wide selection of nonfiction texts that enrich the units and provide lenses for the novels to be viewed through. The course provides a wide range of literary texts from Puritan sermons to transcendentalist essays to landmark American novels and plays. Organized predominantly in a chronological order, the course begins with an introduction to rhetoric and then progresses through the major literary periods of American Literature.

ENGLISH 11 HONORS A

ENGLISH 11 HONORS B

UC APPROVED (uch, b, cg)

The English 11/American Literature Honors course is intended to equip students with the necessary skills to meet the demands of a university. Students will explore the writings of American authors by an intense study of various genres of literature. The class will analyze selected works, identifying universal themes, with emphasis on the American Dream, and examine the relationship between and among elements in literature. The honors course is more extensive in writing. Students will create essays more frequently and longer in length. An independent reading study is also required of the honors course in the second semester. Students will develop their communication skills via a variety of discussions, peer teaching, debate topics, oral presentations and essay topics. Students are expected to analyze and interpret various texts and articulate their ideas on various class discussions. Students are expected to perform a high level of critical thinking and application of sophisticated communication skills as they analyze a variety of discussion topics and literature forms.

ENGLISH 12 A

ENGLISH 12 B

UC APPROVED (uch, b, cg)

English 12 is, at its heart, a British Literature course. It follows the development of English from its origins in Old and Middle English through texts like *Beowulf* and *The Canterbury Tales* all the way through to *Frankenstein*, *Hamlet*, and *A Brave New World*. Each unit includes a number of non-fiction texts which provide an analytical lens through which to view the literary pieces. Each unit is also accompanied by at least one writing prompt that serves as a cumulative task that assesses students' ability to develop a claim and argue for it using evidence from at least one text and often multiple texts.

WORLD LITERATURE A

WORLD LITERATURE B

UC APPROVED (uch, b, cg)

This course is designed to teach students chronologically and geographically about world literature. Opportunities abound for students to compare literature and cultures as they integrate both reading and writing activities. The course includes an exploration of the Ancient Middle East, moves through Ancient

Greek and Roman literature, then to the literature of India, China, and Japan. The students shift forward to the literature of Africa, the Middle East, Europe, and finally onto modern and contemporary world literature. Students will improve various literary, vocabulary, reading, and writing skills as they complete activities within the course.

WORLD LITERATURE HONORS A

WORLD LITERATURE HONORS B

UC APPROVED (uch, b, cg)

This course is designed to teach students chronologically and geographically about world literature. Opportunities abound for students to compare literature and cultures as they integrate both reading and writing activities. The course includes an exploration of the Ancient Middle East, moves through Ancient Greek and Roman literature, then to the literature of India, China, and Japan. The students shift forward to the literature of Africa, the Middle East, Europe, and finally onto modern and contemporary world literature. Students will improve various literary, vocabulary, reading, and writing skills as they complete activities within the course.

The World Literature Honors course is designed to teach students chronological, geographical, and cultural distinctions of world literature. A significant emphasis will be placed on in-depth reading and analytical writing. Research is an essential component of World Lit Honors. The diverse reading and writing assignments will serve to prepare students for college level courses. Summer course work will be assigned and required.

Designated and Integrated ELD for All English Learners

Designated ELD courses at Ánimo Jackie Robinson prepare all English Learners for success in English instruction, including English Language Arts. Designated ELD courses offer protected time during the school day to focus on skills in all four strands of language—listening, speaking, reading and writing – which are systematically developed through intentional teacher planning and instruction using the CA ELD Standards and Features of Designated ELD to drive instruction.

The Green Dot Designated Program includes both specific Designated course sections as well as Targeted Designated Supports within Core or Elective courses. English learners have diverse needs, and our EL populations vary in size and type, so several models of designated instruction are offered to ensure the instructional program meets individual students' needs. All ELs are assigned a Designated Program (course and/or targeted supports) based on their language proficiency and other academic performance data. With the exception of the Newcomer Program, ELD courses do not replace core English classes. Designated instructional time varies based on student proficiency and will be included as part of students' individual progress monitoring and tracked on the ELlevation platform.

Option 1: Designated ELD Course

Designated courses focus on intentional language development, guided by the ELD standards and the designated Principles above, along with other literacy needs based on student data.

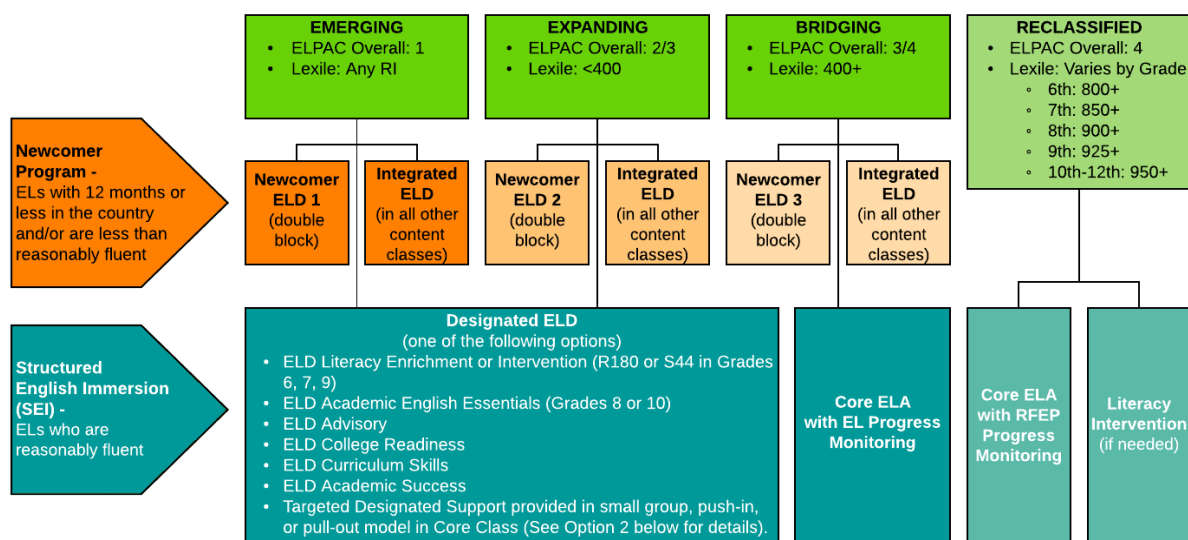
Option 2: Targeted Designated Support within a Core or Elective Course.

Within this approach, ELs will receive designated ELD instruction, guided by the ELD standards and designated principles listed above, during a designated time within the block period. In each case, ELs

will have full access and support with the core instruction. Where ELD is included in an ELA or Elective block, the classes are monitored to ensure ELD instruction is effectively implemented.

- **Small group instruction:**
 - ELs are grouped by similar proficiency levels and receive targeted designated instruction driven by the ELD standards at a specific time within the block period.
- **Push in or Pull out:**
 - A designated teacher, EL lead, or other qualified teacher is assigned to work with a small group of ELs during the core or elective course period either by pushing in or pulling out ELs for targeted designated instruction driven by the ELD standards.

EL Placement Chart



Note: Ideally, all students with fewer than 12 months in the country and minimally developed oral (listening and speaking) and written (reading and writing) English skills should be placed in a Newcomer Program. Schools with too few students to offer a Newcomer ELD program may include ELs in the most appropriate Designated course and ensure that students receive supplemental instruction appropriate to their proficiency level with curriculum such as Imagine Learning.

Option 1: Designated ELD Courses

ELs may receive one or a combination of the courses listed below. With the exception of the Newcomer Program, ELD courses do not replace core English classes.

Course Title	Placement Considerations	Instructional Model
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Newcomer ELD	<ul style="list-style-type: none"> • Newcomer ELs ≤ 12 months in the country and/or whose data shows they need intensive EL support • Separate sections for ELD 1, 2 and 3 based on ELPAC scores, lexile and portfolio data (see EL Placement Chart above). • Students are enrolled in 2 sections of newcomer ELD* per day in lieu of core ELA and literacy intervention. 	<p>Teachers use a rotation model to ensure students get software time, small group direct instruction, and independent work or reading time each week. Students receive ELD standards driven instruction in every class.</p> <p><i>Curriculum Resources:</i></p> <ul style="list-style-type: none"> • Core: High School: <i>Edge</i> Middle School: <i>Inside ELD</i> • Supplemental: <i>Imagine Learning</i>
ELD Literacy Enrichment	<ul style="list-style-type: none"> • ELs with lexile and language proficiency data that illustrates a combination of reading support and language support is needed. • Newcomer ELs may be placed in this course if the school does not have enough students to offer a Newcomer Program 	<p>Teachers use a rotation model to ensure students get S44 or R180 software time, small group direct instruction, and independent reading time with books in their lexile range each week. Small group instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation. Students receive ELD standards driven instruction in every class.</p> <p><i>Curriculum Resources:</i></p> <ul style="list-style-type: none"> • Houghton Mifflin Harcourt's S44 and Read180 Universal curriculum with ELs receiving targeted language support in small group • <i>Imagine Learning</i> software for Newcomers who are not yet ready for S44 or R180 Software
ELD Academic English Essentials	<ul style="list-style-type: none"> • ELs with lexile and language proficiency data that illustrates a need for academic language and literacy support • Newcomer ELs may be placed in this course if the school does not have enough students to offer a Newcomer Program 	<p>This course is driven by instructional routines that build high-utility academic vocabulary. Students engage in speaking, listening and writing incorporating specific language forms and functions for different audiences and purposes. ELD Standards driven Instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation.</p> <p><i>Curriculum</i></p> <ul style="list-style-type: none"> • Houghton Mifflin Harcourt's English 3D curriculum • <i>Imagine Learning</i> software for newcomers

ELD College Readiness	<ul style="list-style-type: none"> • ELs who do not need a literacy enrichment course and benefit from more general academic support toward college readiness. • Newcomer ELs may be placed in this course if the school does not have enough students to offer a Newcomer Program <p><i>Offered in High School only</i></p>	<p>This course focused on preparing students to prepare for college expectations with a specific focus on the supporting ELs with college readiness. ELD Standards driven Instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation.</p> <p><i>Curriculum</i></p> <ul style="list-style-type: none"> • AVID or similar program • Imagine Learning software for newcomers
ELD Advisory	<ul style="list-style-type: none"> • ELs who do not need a literacy enrichment course and would benefit from more general academic support and/or social-emotional support as an EL. • Newcomer ELs may be placed in this course if the school does not have enough students to offer a Newcomer Program 	<p>This course provides students with an opportunity to build positive relationships, increase academic resiliency, and develop the whole child. Advisory aims to promote the desired school culture through the College, Leadership and Life Framework. ELD Standards driven Instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation.</p> <p><i>Curriculum</i></p> <ul style="list-style-type: none"> • Second Step or Similar curriculum • Imagine Learning software for newcomers
ELD Academic Success	<ul style="list-style-type: none"> • ELs with IEPs • Newcomer ELs may be placed in this course if the school does not have enough students to offer a Newcomer Program 	<p>This course supports ELs with IEPs by providing academic coaching by a teacher in the areas of organization, reading, writing, math and transition. The teacher provides students with support to progress in the general education curriculum and meet IEP goals by providing differentiated support and individual and group re-teaching. ELD Standards driven Instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation.</p>
ELD Curriculum Skills	<ul style="list-style-type: none"> • ELs who do not need a literacy enrichment course and would benefit from more general academic support. • May include both LTELs and newcomer ELs if the school does not offer newcomer ELs 	<p>Students are provided with a structured, quiet work environment to continue coursework from other classes with the guidance and support of a teacher. ELD Standards driven Instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation.</p> <p><i>Curriculum</i></p> <ul style="list-style-type: none"> • Course uses grade level content curriculum to provide support to ELs with content courses

Option 2: Targeted Designated Support within a Core or Elective Course

Course Title	Protected Designated Time	Targeted Designated Support
Core ELA	Within this approach, ELs will receive designated ELD instruction, guided by the ELD standards and	Students will acquire English language

<p>English Course</p> <p><i>Or</i></p> <p>Elective Course</p>	<p>designated principles, during a protected designated time within the block period. In a core ELA course, ELs will have full access to core instruction. If ELs are pulled out for designated ELD, they will not be removed from whole group instruction. These classes are monitored to ensure ELD instruction is effectively implemented. Protected designated instructional time varies based on student proficiency and will be included as part of students' individual progress monitoring and tracked on the ELlevation platform.</p>	<p>proficiency through differentiated instruction and appropriate grouping.</p> <ul style="list-style-type: none"> • Small group instruction: <ul style="list-style-type: none"> ○ ELs are grouped by similar proficiency levels and receive targeted designated instruction driven by the ELD standards at a specific time within the block period. • Protected time <ul style="list-style-type: none"> ○ A designated teacher, EL lead, or other qualified teacher is assigned to work with a small group of ELs during the core or elective course period either by having a staff member providing targeted designated instruction driven by the ELD standards. If ELs are pulled out, they will not be removed from whole group instruction.
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Levels of Linguistic Support

The following chart can be used to support decisions about individual student placement and whether a designated course or targeted designated supports within a core or elective course will be most appropriate.

Level of Linguistic Support	ELPAC	Lexile	
	Overall	Grades 6-8	Grades 9-12
Light	4 Bridging	>900L	>1000L
Moderate	3 Expanding	>850L	>950L
Substantial	≤ 3 Emerging or low expanding	<800L	<900L

*Students who perform in the ELPAC high expanding and bridging range and who have a 1000L or greater may receive their designated instruction within an ELA core class, where the teacher is required to provide ELD and ensure progress toward reclassification.

All Ánimo Jackie Robinson English learners receive Integrated ELD support in all content areas – math, science, social studies and electives - throughout the school day so that ELs learn content while also practicing English language skills needed to be successful. All Integrated ELD instruction follows the CA ELD Framework and Essential Features of Integrated ELD to provide rigorous content and language instruction for all ELs. Ánimo Jackie Robinson uses the EL Master Plan and consults with the Director of Literacy Programs and EL Coordinator on final course offerings and placement of students.

All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

Mathematics

The General Mathematics curriculum is aligned to the National Math Common Core State Standards which includes the Mathematical Content Standards and the Mathematical Practice Standards. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

Course Title	Grade	Course Length	Credit Type
Mathematics, Mathematics Honors, and Advanced Placement Courses			
AP Calculus AB A/B	12	YEAR	ucc, c, cg
AP Statistics A/B	11-12	YEAR	ucc, c, cg
Algebra 1 A/B	9	YEAR	ucc, c, cg
Algebra 1 Honors A/B*	9	YEAR	c, cg
Algebra 2 A/B	10-12	YEAR	ucc, c, cg
Algebra 2 Honors A/B	10-12	YEAR	ucc, c, cg
Calculus A/B	12	YEAR	ucc, c, cg
Geometry A/B	9-11	YEAR	ucc, c, cg
Geometry Honors A/B	9-11	YEAR	ucc,c,cg
Integrated Math A/B	10	YEAR	ucc, c, cg
Pre-Calculus A/B	11-12	YEAR	ucc, c, cg
Pre-Calculus Honors A/B	11-12	YEAR	ucc, c, cg
Statistics A/B	12	YEAR	ucc, c, cg
Trigonometry A/B	10-12	YEAR	ucc, c, cg

AP CALCULUS AB A AP CALCULUS AB B

UC APPROVED (ucc, c, cg)

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are important. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a

collection of unrelated topics. The course-load will balance real-world applications with more abstract concepts. This course prepares students for the AP Calculus AB Exam. THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP CALCULUS.

STATISTICS A

AP STATISTICS B

UC APPROVED (ucc, c, cg)

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns; Sampling and Experimentation: Planning and conducting a study; Anticipating Patterns: Exploring random phenomena using probability and simulation; Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. This does not necessarily imply that the high school course should be one semester long. Each high school will need to determine the length of time for its AP Statistics course to best serve the needs of its students. Statistics, like some other AP courses, could be effectively studied in a one-semester, a two-trimester, or a one-year course. Most schools, however, offer it as a two-semester course. THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP STATISTICS

ALGEBRA 1 A

ALGEBRA 1 B

UC APPROVED (ucc, c, cg)

Algebra I is a first-year algebra course for students at a variety of ability and grade levels. For the Algebra I course, instructional time should focus on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. With this course, students generalize, formalize, and extend the mathematics they learned in the middle grades.

ALGEBRA 1 HONORS A

ALGEBRA 1 HONORS B

UC APPROVED (c, cg)

In accordance with the California State Standards for Mathematics, Algebra 1 Honors instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. A comprehensive understanding and application of mathematical functions is emphasized throughout the course. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise. This accelerated course places a strong emphasis on the depth and rigor in all critical areas of the California State Standards for Algebra 1 with a focus on increased rate and depth of inquiry of instruction, discovery, individual study, problem solving, and opportunity for mathematical discourse. The coursework moves at a rapid pace requiring students to rise to the challenge by spending the time necessary to learn each complex topic with diligence and dedication. The course may require additional homework. (*Course does not have an honors distinction approval.)

ALGEBRA 2 A

ALGEBRA 2 B

UC APPROVED (ucc, c, cg)

Our Algebra II course continues to develop an understanding of function as an object and will use functions to model phenomena verbally, numerically, graphically, and symbolically while understanding the relationship between the representations and the limitations of each representation. Students will develop fluency in writing, interpreting, and translating between various forms of functions; they will use multiple strategies to solve real-world problems. For the Algebra II course, instructional time will focus on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.

ALGEBRA 2 HONORS A

ALGEBRA 2 HONORS B

UC APPROVED (ucc, c, cg)

This is an algebra II course in which students will further develop and expand the concepts they learned in algebra I and in geometry. Students will gain knowledge in solving algebraic problems in more complex ways. They will solve problems involving systems of linear equations and linear inequalities, imaginary and complex numbers, logarithmic and exponential functions, systems of quadratic equations, and probability. This course focuses on abstract thinking skills, function concepts, and algebraic problem solving. These are valuable tools in the real world. Students will be presented with real life scenarios and be able to solve the problems and present their solutions with written proofs, and student taught lessons. Students are expected to be self-motivated learners. They will also participate in several group projects throughout the year. This course corresponds to the California State Math Standards.

CALCULUS A

CALCULUS B

UC APPROVED (ucc, c, cg)

Calculus is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are important. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. The course-load will balance real-world applications with more abstract concepts.

GEOMETRY A

GEOMETRY B

UC APPROVED (ucc, c, cg)

The Geometry course promotes the Standards of Mathematical Practice throughout the lessons and incorporates the van Hiele model of geometric thought, a theory that describes how students learn geometry. The course builds student knowledge on pre-existing number fluency and basic algebra skills such as equation solving. For the Geometry course, instructional time should focus on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; (5) prove basic geometric theorems; and (6) extend work with probability.

GEOMETRY HONORS A

GEOMETRY HONORS B

UC APPROVED (ucc, c, cg)

The Honors course is very rigorous and designed for students who excel in mathematics. In this course students will engage in activities that allow them to create geometric understanding. Students use the tools of geometry to develop, verify, and prove geometric principles and relationships. Through this process, students make conjectures and conclusions. Students will utilize algebra and probability skills to solve geometric problems. Four dimensions of understanding are emphasized: skill in drawing, visualizing and following algorithms; understanding properties, mathematical relationships and proofs; using geometric ideas in real situations, and representing geometric concepts with coordinates or other diagrams. The scope, depth, and pace of this course is much more extensive than in Geometry.

INTEGRATED MATH A

INTEGRATED MATH B

UC APPROVED (ucc, c, cg)

This course combines algebraic, geometric, and statistical techniques necessary to strengthen students' conceptual understanding of mathematical reasoning and problem solving. The curriculum is based on the CA Common Core Standards for Mathematics in the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics & Probability. The pedagogical approach will incorporate lecture, discovery, and investigative exercises utilizing a student worktext, personalized online support, and supplemental materials. The goal of the course is to build a strong algebraic foundation for all higher level mathematics courses.

PRE-CALCULUS A

PRE-CALCULUS B

UC APPROVED (ucc, c, cg)

This course is a preparatory course for calculus. The discipline will include the following topics: vectors, matrices, relations, functions graphs, trigonometric and parametric functions, polar coordinates and complex numbers, conics, exponential and logarithmic functions, discrete mathematics and limits. The curriculum is based on the Common Core State Standards in Mathematics. The pedagogical approach will incorporate lecture, discovery, and investigation exercises, along with mathematical readings to supplement the textbook.

PRE-CALCULUS HONORS A

PRE-CALCULUS HONORS B

UC APPROVAL (ucc, c, cg)

Pre-Calculus Honors will blend together the concepts and skills that must be mastered prior to enrollment in a college-level calculus course. Topics include: trigonometry, the relationship of equations and graphs of linear, quadratic, parametric, polynomial, rational and piecewise equations, vectors, exponential and logarithmic functions, and matrices. The course has an emphasis on the theory as well as the practice of Pre-calculus concepts.

STATISTICS A

STATISTICS B

UC APPROVED (ucc, c, cg)

Statistics covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Statistical concepts are studied in order to understand related methods and their applications. Other topics include probability distributions, sampling techniques, binomial distributions, and experimental design. The course also looks at the principles of hypothesis testing and statistical inference. Measuring the probability of an event, interpreting probability, and using probability in decision-making are central themes of this course. The curriculum is based on the Common Core State Standards in Mathematics.

TRIGONOMETRY A

TRIGONOMETRY B

UC APPROVED (ucc, c, cg)

The curriculum for Trigonometry is based on the Common Core State Standards in Mathematics. This course incorporates trigonometry concepts as well as algebraic concepts. The discipline will include the following topics: trigonometric functions and their graphs, trigonometric identities, trigonometric equations, conics, exponential and logarithmic functions, sequences and series, combinatorics and probability, and statistics and data analysis. The pedagogical approach will incorporate direct instruction, discovery, and investigation exercises.

Laboratory Science

These high school science courses are designed to prepare students for the college-level courses in laboratory science and have been UC-approved. The course pathway begins with 9th grade Physics, then students transition to 10th grade Biology and 11th grade Chemistry. Students finish their high school science experience with 12th grade Anatomy/Physiology, AP Biology, or Robotics. While the majority of each course focuses on one discipline, the other two are integrated to show the interplay of multiple branches of scientific knowledge. Earth Science standards are also embedded in the Physics, Biology and Chemistry courses. The science curriculum offers a balanced and academically rigorous program based on the Next Generation Science Standards and the Common Core Literacy Standards for Science and Technical Subjects.

UC-Approved honors level courses in laboratory sciences are generally in the disciplines of biology, chemistry, and physics at Ánimo Jackie Robinson. Honors level courses in these disciplines typically require one year of prior laboratory science. Honors level courses in any other laboratory science (e.g., Environmental Science, Marine Biology, etc.) may also be considered for UC honors certification if they require a year of biology, chemistry, or physics, as well as at least algebra as prerequisites. The third course in an integrated science sequence may be considered for honors designation if it has the appropriate breadth, depth, and prerequisites. At Ánimo Jackie Robinson, all UC-Approved honors level laboratory science courses should be demonstrably more challenging than the college preparatory courses

required as prerequisites. Topics covered and laboratory exercises must be in depth and involve analysis and research. Each UC-Approved honors level course must have a comprehensive written final examination including laboratory concepts. There should be a section of the regular college preparatory course offered for each UC-Approved honors level laboratory science course at Ánimo Jackie Robinson. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

Course Title	Grade	Course Length	Credit Type
Science, Science Honors, and Advanced Placement Courses			
AP Biology A/B	11-12	YEAR	ucd, d, cg
AP Chemistry A/B	11-12	YEAR	ucd, d, cg
AP Environmental Science	11-12	YEAR	ucd,d,cg
AP Physics A/B	9-12	YEAR	ucd,d,cg
Anatomy and Physiology A/B	9-12	YEAR	ucd, d, cg
Biology of the Living Earth A/B	9-10	YEAR	ucd, d, cg
Biology Honors A/B	9-10	YEAR	ucd, d, cg
Chemistry in the Earth System A/B	10-11	YEAR	ucd, d, cg
Chemistry Honors A/B	10-11	YEAR	ucd, d, cg
Physics in the Universe A/B	9-12	YEAR	ucd, d, cg

AP BIOLOGY A AP BIOLOGY B

UC APPROVED (ucd, d, cg,bs)

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply science practices. The AP Biology course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. The Big Ideas are as follows:

The process of evolution explains the diversity and unity of life; Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis; Living systems store, retrieve, transmit, and respond to information essential to life processes. Biological systems interact, and these systems and their interactions possess complex properties.

Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Focusing on these disciplinary practices enables teachers to use the principles of scientific inquiry to promote a more engaging and rigorous experience for AP Biology students. THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP BIOLOGY.

AP CHEMISTRY A

AP CHEMISTRY B

UC APPROVED (ucd, d, cg)

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, in their first year, second- year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses.

AP Chemistry should meet the objectives of a good college general chemistry course. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. Secondary schools that wish to offer an AP Chemistry course must be prepared to provide a laboratory experience equivalent to that of a typical college course. THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP CHEMISTRY.

AP ENVIRONMENTAL SCIENCE A

AP ENVIRONMENTAL SCIENCE B

UC APPROVED (ucd, d, cg,bs)

The Advanced Placement Environmental Science (APES) course is designed to be the equivalent of an introductory college course in environmental science. APES is considered an interdisciplinary course; topics from many different sciences such as geology, biology, chemistry, and geography are investigated to gain an understanding of the system we call Earth. This course focuses on science as a process in which scientific principles; concepts and methodologies provide a framework to understand the ever-changing complex relationships on our planet.

All students will be provided an opportunity to be able to identify and analyze various issues present in our environment--both natural and non-natural. This course will examine the impact of various human cultures on the natural world through discussion, case studies, experimentation/models, evaluation and reflection. Students will make meaningful connections between ecological principles and aspects of human civilization such as economics, resources, poverty, population and sustainability. THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP ENVIRONMENTAL SCIENCE.

AP PHYSICS A

AP PHYSICS B

UC APPROVED (ucd, d, cg)

Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are Big Ideas: Objects and systems have properties such as mass and charge. Systems may have internal structure. Fields existing in space can be used to explain interactions. The interactions of an object with other objects can be described by forces. Interactions between systems can result in changes in those systems. Changes that occur as a result of interactions are constrained by conservation laws. Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena. THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP PHYSICS.

ANATOMY AND PHYSIOLOGY A

ANATOMY AND PHYSIOLOGY B

UC APPROVED (ucd, d, cg,bs)

The Human Anatomy and Physiology course is designed as an upper-level science course to provide an introduction to the inner workings of the human body. The course sequence aims to explore all eleven systems that comprise the human body by emphasizing physiological mechanisms and a thorough understanding of how anatomical structure fits function to provide an integrated view of the human body and how these systems work together to promote homeostasis. Through classroom discussions, text readings, case study analysis, laboratory exercises, student research of health issues, students will gain an understanding and appreciation of the inner workings of the human body.

The Human Anatomy and Physiology course begins with an introduction to the course with a study of the organization of the body, body tissues, and levels of organization. The course continues with an exploration of the eleven body systems beginning with integumentary. Students then learn about the skeletal, muscular and reproductive systems to finish the first semester. Second semester begins with an investigation of the workings of the nervous system. The circulatory and respiratory systems follow. The course ends with a study of the immune, digestive, and excretory systems.

BIOLOGY OF THE LIVING EARTH A

BIOLOGY OF THE LIVING EARTH B

UC APPROVED (ucd, d, cg,bs)

In this Biology course, students will utilize various Crosscutting Concepts and Science and Engineering Practices to explore biological concepts that build comprehension around two driving questions: What connections exist between Earth's changing environment and the coevolution of life? and How and in what ways do organisms, including humans, depend on and impact the environment? Earth and Space Science concepts are integrated in a strategic way, designed to deepen student understanding of life on Earth and the interactions between the biotic and abiotic systems. This course engages students in building an understanding of life and how life changes over time in response to a changing environment. Central to this understanding is the study of interactions of living organisms and their environments on both macroscopic and microscopic scales. This includes an exploration of matter and energy transfer, ecological relationships, molecular biology, genetics, and evolution. It also includes an analysis of the impacts of these systems. The course begins and ends with systems interaction in ecosystems.

BIOLOGY HONORS A

BIOLOGY HONORS B

UC APPROVED (ucd, d, cg,bs)

Biology is the study of all living things. Living things are characterized as having the ability to reproduce, grow, adjust and adapt. This includes plants, animals and microorganisms. This course is designed to enhance student's awareness on the essentials of biology and the underlying disciplines that it covers: Cell Biology, Genetics, Evolution, Ecology, Physiology and Investigation and Experimentation. Students will be able to understand the relationship between living and nonliving things and their effects on each other. Students will be able to actively carry out investigations and experiments through a series of lab experiments. This course follows the content covered in a regular biology class, but the depth of content covered is expanded. Students in this course have greater exposure to the non-tested standards that are outlined in the California State Standards. Every lab report has an added component that requires students to apply knowledge learned from the lab to other fields of science. Each unit also includes short response questions to the essential questions of the unit. Students must write one or two concise paragraphs that answer the essential questions and provide supporting data. Students are also taught the process of editing their own work using a teacher-generated rubric. Students also use the rubric on peer's lab reports to aid the revision process and allow students the opportunity to improve their written work. In this course students design and execute their own experiment using the scientific method. Students are required to cite various sources, both online and college level texts. Students prepare presentations and papers explaining their experiment and results. The findings will be reported to their peers at the end of the year at the science fair. This science fair is conducted following state testing. Students enrolled in this biology course will acquire skills for life long application, analysis, synthesis and evaluation. By utilizing the California State Standards, students will generate a curiosity to understand and relate to the living world. Exposure to scientific methods, technology, and lab equipment and procedures will lead to an organized level of achievement and appreciation for science. Ultimately, this course will unveil the uncertainties of new technological advancements in science and the future of our environment. Students will become sensitive to the ethical implications of technology and the global concerns of our planet. Students will improve their scientific, qualitative writing skills that are required to succeed in college level science courses.

**CHEMISTRY IN THE EARTH SYSTEM A
CHEMISTRY IN THE EARTH SYSTEM B**

UC APPROVED (ucd, d, cg,cp)

In this NGSS-aligned Chemistry in the Earth System course, students will utilize various Crosscutting Concepts and Science and Engineering Practices as they explore how chemical processes of matter and energy help drive the Earth system within the universe. The integration of Earth and Space Sciences (ESS) into Chemistry allows for the investigation of myriad phenomena that range in scale from the unimaginably large to the invisibly small. Earth and space scientists require a strong background in the fundamentals of matter and chemistry in order to interpret processes that shape the Earth system as a whole. Earth and space science applications, such as cosmology, material science, environmental chemistry and climate change, are excellent motivations to the study of physical laws and are used as a through-line in this chemistry course.

**CHEMISTRY HONORS A
CHEMISTRY HONORS B**

UC APPROVED (ucd, d, cg,cp)

The 11th grade course in Chemistry will prepare students for college level science courses. It emphasizes the development of problem-solving skills both in theory and experiments. A systematic and thorough treatment of topics like scientific method, atomic and molecular structure, periodic properties, chemical bonds, nomenclature of compounds, conservation of matter and stoichiometry, gases and their properties,

acid-base reactions, solutions , chemical reactions, reaction rates, equilibrium, and thermodynamics. Students will be introduced to organic chemistry, biochemistry and nuclear processes.

PHYSICS IN THE UNIVERSE A PHYSICS IN THE UNIVERSE B

UC APPROVED (ucd, d, cg,cp)

In this NGSS-aligned Physics in the Universe course, students will utilize various Crosscutting Concepts and Science and Engineering Practices as they explore the forces and energy in the Earth System and the universe beyond. The integration of Earth and Space Sciences (ESS) into Physics allows for the investigation of myriad phenomena that range in scale from the unimaginably large to the invisibly small. Earth and space scientists require a strong background in the fundamentals of ENERGY and FORCES and Physics in order to learn about the origins of the Earth and the Universe, and to learn about how the Earth as well as the Universe have been and continue to change. Multiple times each semester, students are given opportunities to engage in Engineering Design Challenges (HS-ETS1), in which they are able to apply original thought about physics content to solve a relevant global issue. The opportunities to engage in these Engineering Design Challenges should be prioritized, as should the Science and Engineering Practices needed to make sense of the science in order for students to be successful on the Engineering Design Challenge, specifically SEP 2: Modeling, SEP 4: Analyzing and Interpreting Data, and SEP 6: Constructing Explanations and Designing Solutions.

Language other than English

At Ánimo Jackie Robinson, UC-Approved modern language courses should focus on the use of the language for active communication and provide advanced training in oral/aural proficiency and literacy skills. Courses should include instruction in grammar, culture, reading comprehension, composition, and conversation and should be conducted exclusively in the target language. Ánimo Jackie Robinson language courses emphasize coursework developed around authentic texts from diverse genres, including literary works of art, recordings, films, newspapers, and magazines. There should be a comprehensive final examination that evaluates levels of performance in the use of both written and spoken forms of the language. Classical language courses should include as many of these elements as appropriate.

The World Languages courses are aligned with the five Standards for Foreign Language Learning in the 21st Century. Students communicate in a language other than English, gain knowledge and understanding of other cultures, connect with other disciplines, acquire information through a language other than English, compare differences between the languages and cultures of the students' native language and the target language, and participate in multilingual communities at home and around the world. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

Course Title	Grade	Course Length	Credit Type
Spanish 1 A/B Non-Native	9-11	YEAR	uce, e, cg
Spanish 2 A/B Non-Native	10-12	YEAR	uce, e, cg

Spanish 3 A/B Non-Native	11-12	YEAR	uce, e, cg
Spanish 1 A/B Native	9-11	YEAR	uce, e, cg
Spanish 2 A/B Native	10-12	YEAR	uce, e, cg
Spanish 3 A/B Native	11-12	YEAR	uce, e, cg
AP Spanish Language A/B	11-12	YEAR	uce, e, cg
AP Spanish Literature A/B	12	YEAR	uce, e, cg

SPANISH 1 A NON-NATIVE

SPANISH 1 B NON-NATIVE

UC APPROVED (uce, e, cg)

This course will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be placed on four skills: listening, speaking, reading and limited writing. There are two main objectives to the course. First is to give the students the ability to carry on a simple conversation, and secondly to introduce the students to the cultural richness and diversity of the Spanish-speaking world.

SPANISH 2 A NON-NATIVE

SPANISH 2 B NON-NATIVE

UC APPROVED (uce, e, cg)

The Spanish 2 course is an intermediate Spanish course with an aim to develop students skills in all aspects of the Spanish language. Students will improve intermediate skills in reading, writing, listening, and speaking the Spanish language. Important emphasis is placed on communicative skills and oral communication via the development of vocabulary and expressions. These communicative lessons also provide a context from which the students continue a cultural study of the Spanish-speaking world.

SPANISH 3 A NON-NATIVE

SPANISH 3 B NON-NATIVE

UC APPROVED (uce, e, cg)

Spanish 3 is an integrated approach to language learning. From the introduction of new material, through reinforcement, evaluation, and review, the presentations, exercises and activities are designed to span all four language skills. Another characteristic of Spanish 3 is that students use and reinforce these new skills while developing a realistic, up-to-date awareness of Spanish culture.

SPANISH 1 A NATIVE

SPANISH 1 B NATIVE

UC APPROVED (uce, e, cg)

Native speakers of Spanish will develop and improve reading, writing and grammar skills in their native language while learning to appreciate the depth and diversity of the Spanish culture both in the United States and in Latin America. Special attention will be given to spelling accents, grammar and vocabulary of standard Spanish.

SPANISH 2 A NATIVE

SPANISH 2 B NATIVE

UC APPROVED (uce, e, cg)

In this course, native speakers develop intermediate skills in the Spanish language: the ability to read, understand, and communicate effectively and in writing by working with intermediate and advanced grammatical structures. Special emphasis is placed on the importance of developing standard language skills, avoiding Anglicisms and improper Spanish. Special attention will also be given to reading advanced literature and a cultural study of the Hispanic world. The course has a secondary aim to prepare all students for the AP Spanish language course.

SPANISH 3 A NATIVE

SPANISH 3 B NATIVE

UC APPROVED (uce, e, cg)

In this course, native speakers develop intermediate skills in the Spanish language: the ability to read, understand, and communicate effectively and in writing by working with intermediate and advanced grammatical structures. Special emphasis is placed on the importance of developing standard language skills, avoiding Anglicism and improper Spanish. Special attention will also be given to reading advanced literature and a cultural study of the Hispanic world. The course has a secondary aim to prepare all students for the AP Spanish language course.

AP SPANISH LANGUAGE A

AP SPANISH LANGUAGE B

UC APPROVED (uce, e, cg)

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level. The demanding AP Spanish Language course is equivalent to a college course by providing opportunities for students to demonstrate their proficiency in the three modes of communication (Interpretive, Interpersonal, and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century which are foundational to the AP Spanish Language and Culture course. The immersive course is conducted entirely in Spanish to help students develop a strong command of the Spanish language. Students will be integrating the three modes of communication using rich, advanced vocabulary and linguistic structures. Students will be exposed to authentic cultural resources with the goal of providing a comprehensive learning experience covering the cultures that comprise the Spanish-speaking world.

It should be possible to make certain claims about students who succeed in an AP Spanish Language course. Students should be given ample opportunities throughout the course to provide evidence that these claims are valid through the administration of formative and summative assessments. The following is a list of such claims and the types of evidence that would validate them. These claims and evidence are identical to those that support the AP Spanish Language Exam. ***THIS DESCRIPTION IS TAKEN***

FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP SPANISH LANGUAGE.³⁹

AP SPANISH LITERATURE A
AP SPANISH LITERATURE B

UC APPROVED (uce, e, cg)

The AP® Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the Standards for Foreign Language Learning in the 21st Century. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. **THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP SPANISH LITERATURE.⁴⁰**

Visual and Performing Arts

The curriculum requires in-depth written assignments that demonstrate student knowledge across the component strands. Each student must complete a variety of individual assessments with a comprehensive final examination that includes a written component as well as other assessment tools appropriate to the five strands of the art form and are representative of high levels of analysis and self-evaluation. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

The visual and performing arts curriculum is a balanced and rigorous program based on California Visual and Performing Arts Content Standards. Ten credits of music fulfill the Green Dot's Visual and Performing Arts graduation requirement.

Course Title	Grade	Course Length	Credit Type
AP Studio Art 2D Design A/B	11-12	YEAR	ucf, f, cg
AP Studio Art Drawing A/B	11-12	YEAR	ucf, f, cg
Advanced Band A/B	9-12	YEAR	ucf, f, cg
Advanced Band 2A/B	9-12	YEAR	ucf, f, cg
Advanced Drama A/B	9-12	YEAR	ucf,f,cg
Advanced Visual Art A/B	9-12	YEAR	ucf, f, cg
Beginning Band A/B	9-12	YEAR	ucf, f, cg
Digital Art and Design A/B	9-12	YEAR	ucf, f, cg

³⁹ Refers to College Board Course Descriptions:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

⁴⁰ Refers to College Board Course Descriptions:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

Drama A/B	9-12	YEAR	ucf, f, cg
Drawing and Painting A/B	9-12	YEAR	ucf, f, cg
Exploring Music A/B	11-12	YEAR	ucf, f, cg
Film and Composition A/B	10-12	YEAR	ucf, f, cg
Film A/B	9-12	YEAR	ucf, f, cg
Guitar 1 A/B	9-12	YEAR	ucf, f, cg
Guitar 2 A/B	9-12	YEAR	ucf, f, cg
Intermediate Band A/B	9-12	YEAR	ucf, f, cg
Intro to Art A/B	9-12	YEAR	ucf, f, cg
Musical Theater A/B	10-12	YEAR	ucf, f, cg
Theatre A/B	10-12	YEAR	ucf, f, cg
Visual Art A/B	9-12	YEAR	ucf, f, cg

AP STUDIO ART 2D DESIGN A **AP STUDIO ART 2D DESIGN B**

UC APPROVED (ucf, f, cg)

This AP Studio Art class is a rigorous college level course focused on 2D-Design. This thorough examination will include a development of a portfolio that includes all three sections of the AP portfolio: Quality, Concentration, and Breadth. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships) can be articulated through the visual elements (line, shape, color, value, texture, space). They help guide artists in making decisions about how to organize an image on a picture plane in order to communicate content. Effective design is possible whether one uses representational or abstract approaches to art.

AP STUDIO ART: DRAWING A **AP STUDIO ART: DRAWING B**

UC APPROVED (ucf, f, cg)

This AP Studio Art class is a rigorous college level course focused on drawing. At our school it is the capstone event for students who have fulfilled the requirements of and were successful in the recommended University of California approved Drawing and Painting class or completed portfolio work demonstrating a similar level of exploration for entrance. Students enrolled have already demonstrated and must continue to demonstrate a high level of motivation, independence, and interest in growing and expanding their visual voice through 2D works in the mediums related to drawing. All students in this class are required to engage in creative and systematic investigation of formal and conceptual issues in drawing throughout the duration of the course. This thorough examination will include a development of a portfolio that includes all three sections of the AP portfolio: Quality, Concentration, and Breadth. The course will be taught to challenge the student to develop their cohesive concentration through a systematic exploration demonstrated through sketchbook, research, journaling, and the exploration of historical art styles, cultural and personal imagery. Students will provide evidence of their in-depth exploration of a specific visual idea or artistic concern through a plan of action outline, initial sketches, and annotations.

AP Studio: Drawing students will begin their study in the summer with assignments in their sketchbooks

and completion of one drawing for the Breadth portfolio. Students are also strongly encouraged to visit at least one area museum in order to expand their exploration of their own and historical drawing processes. This summer work will enable the students to build off their Drawing and Painting work by developing the quality of their skills, to deepen their concentration on their evolving visual ideas, and learn to organize their emerging discoveries into cohesive ideation in problem-solving in drawing. Students will understand that art-making is an ongoing process that utilizes informed critical decision making to determine positive outcomes to the problems set for them.

ADVANCED BAND A

ADVANCED BAND B

UC APPROVED (ucf, f, cg)

The major emphasis of this course is to develop student achievement through the study of band music and other forms including chamber music. The course develops the ability to perform on an instrument with considerable skill, accuracy, and aesthetic sensitivity, develops skills in score reading, and develops understanding and appreciation of artistic expression. The course provides opportunities for increasing skill in ensemble playing, and provides acquaintance with and study of the standard repertory of band that is technically and qualitatively advanced. The student is provided with opportunities to examine and study the fundamental arts components including, where applicable, the perceptual, creative, historical, and critical.

ADVANCED BAND 2 A

ADVANCED BAND 2 B

UC APPROVED (ucf, f, cg)

Advanced Band 2 is the third course in a sequenced series of high school band courses. It teaches the musical concepts and instrumental technique of performing at an intermediate to advanced level. In this course, students will increase their knowledge of music notation and musical vocabulary, and will continue to refine their pitch accuracy, instrumental tone, and performance skills. Students will interact with music through composing, improvising, transcribing, performing, and evaluating performances. Students will experience and discover the world of music through hands on work with a wind instrument. Students will learn musical terminology, rhythmic figures and basic musical notation skills. Advanced Band 2 is considered a performance ensemble and will require students to participate in all performances.

ADVANCED DRAMA A

ADVANCED DRAMA B

UC APPROVED (ucf, f, cg)

Advanced Drama is a class for senior students who have completed Introductory Drama 1A and 1B with a “B” or better or received approval by the instructor. In Advanced Drama, students will build upon past theater experiences and continue to hone and develop their acting, voice, and movement skills in practical classes and performance projects and extend their theoretical knowledge. The class will cover ensemble work/teamwork, movement, voice, scene and play analysis, scene work including an emphasis on objectives, obstacles, and acting techniques, improvisational skills, character analysis and performance,

monologues, audition skills, dramaturgy, and career paths. Additionally, whereas Introductory Drama covered theater history from the Greeks, Romans, Middle Ages thru Elizabethan theater and Shakespeare, theatre history in Advanced Drama will focus on more modern theater history in the 20th and 21st century including the study of Constantin Stanislavsky, Sanford Meisner, Roy London, and Augusta Boal and the development of the Method, Group Theater, and Actors Studio. During the first semester, students in Advanced Drama will write original monologues based on their study of Anna Devereaux Smith's performance work of *Twilight*, Los Angeles 1992, and perform an ensemble showcase as well as produce a fall play production. Second semester will focus on film acting and production as the students each select a specialization in acting, directing, cinematography, technical (lighting and sound), editing, or producing to work in teams to write, direct, and produce a 10-minute short film for entry into a Los Angeles short film festival. Second semester will conclude in the history and analysis of Augusta Boal's *Theater of the Oppressed* and culminate in a final showcase production of street theater.

ADVANCED VISUAL ART A

ADVANCED VISUAL ART B

UC APPROVED (ucf, f, cg)

Throughout the year, students will be guided through a number of art problems for which their solutions will be in the form of drawings, paintings, sculptures (including "craft" objects), prints and collages. To inspire and direct the students through the process of making these artworks, they will look at examples from the fine and applied arts, from both past and present. As well, as discovering and experiencing the methods that artists use to create art: the initial research, the sketches, the preliminary studies, the experimentation with media, the final, refined work and the critique or reflection of that work. In this course students will be able to identify and apply the elements of art and principles of design in reference to their own work as well as work done by others. They will also be able to use Feldman's four-step process for making critical judgments about a work of art. Students will develop creative problem solving skills as well as design and technical skills in drawing, painting, printmaking, collage, sculpture and crafts.

BEGINNING BAND A

BEGINNING BAND B

UC APPROVED (ucf, f, cg)

The major emphasis of this course is to develop student achievement through beginning level techniques in playing orchestral or band instruments. The course develops the physical skills necessary to play beginning level music accurately and with good tone quality, and develops skills in reading music notation. The course also provides opportunities for growth in the understanding of musical elements as applied to the music played.

DIGITAL ART AND DESIGN A

DIGITAL ART AND DESIGN B

UC APPROVED (ucf, f, cg)

Digital Design is a standards-based, project-driven course that focuses on utilizing computer applications to execute performance-based and design-oriented assessments. Each unit will include aspects of other disciplines in order to utilize a student's prior knowledge and understanding of multiple subjects. The course will be student-centered with students working as groups in order to collaborate, problem-solve

and assess each other's work. Students will learn a variety of advanced computer applications including photo editing and manipulation, vector-based drawing, page layout, website design, and video editing programs. This course will primarily assess student's mastery of the selected software, project planning abilities, and understanding of selected visual arts standards

DRAMA A

DRAMA B

UC APPROVED (ucf, f, cg)

High school students apply their understanding of the vocabulary of theatre as they document the production elements of theatrical performances, thereby increasing their ability to write, design, produce, and perform. They base their acting choices on script analysis, character research, reflection, and revision, writing dialogues and scenes and applying their knowledge of dramatic structure. From at first playing theatrical games to now describing ways in which playwrights reflect and influence their culture, students grasp the power of theatre to present and explore complex ideas and issues in forms that range from comedy to tragedy. They also examine how a specific actor uses or has used drama to convey meaning and analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on societies. They understand the value of the knowledge and skills they learned in theatre as related to careers in theatre and elsewhere. By participating in theatre, they continue to improve their time-management skills, meet deadlines, and learn the professional standards required in the world of theatre. Taken from the Visual and Performing Arts Standards and Frameworks Guide.

DRAWING AND PAINTING A

DRAWING AND PAINTING B

UC APPROVED (ucf, f, cg)

Students will further their ability and understanding of 2-D art. The first quarter is dedicated to the principles of design by completing a variety of drawing projects. Students will develop a strong sense of design through decision-making and problem-solving projects that may include media such as, graphite, oil pastel, colored pencil, chalk pastel, and charcoal. The second quarter is devoted to developing painting skills and techniques using acrylic paints. Students will explore the style of many artists throughout history, while developing their own paintings. The subjects considered and studied are, landscapes, still-life, the figure and abstraction.

EXPLORING MUSIC A

EXPLORING MUSIC B

UC APPROVED (ucf, f, cg)

Beginning choir class is for students who have an interest in singing and may or may not have prior experience in a choral setting. The purpose of the beginning choir class is to positively engage in the joy of singing while developing students' conceptual understanding of vocal technique and music theory knowledge through practice, performance, and critical analysis. During the exploration of the historical and cultural context of choral music, students will develop their choral music vocabulary and deepen their connection between the written and performance forms of the language of music. Students will continue to explore and develop elements of self-expression through collaborative rehearsal showcased during class and in front of a live audience. The course also gives students the opportunity to listen to and evaluate recorded/live performances as a practice of self-assessment and reflection.

FILM A
FILM B***UC APPROVED (ucf, f, cg)***

Students in this course will examine film as both an art form and as a means of communication. They are taught to examine film by analyzing its narrative structure, genre conventions, subtext, technical and artistic factors, and purpose (the emphasis is on the various techniques used by filmmakers to convey meaning.) The course also introduces traditions of filmmaking as well as the history of the cinema. In addition, students will examine how films often reflect the times and conditions in which they are made and how motion pictures sometimes help shape attitudes and values in society. Along with film criticisms, short essays, verbal analysis and written analysis, students will create short film related projects.

FILM AND COMPOSITION A
FILM AND COMPOSITION B***UC APPROVED (ucf, f, cg)***

Film and Composition studies American cinematic techniques and themes, as well as a few international films. There is an emphasis on creative writing and developing analytical and critical thinking skills, specifically in relation to the material and the artist's objective. Class units are project-based, centered on a thematic idea uniting the films presented; each unit consists of two films, a Socratic seminar discussion centered on an essential question, a written piece, a visual representation, and a presentation. The course places emphasis on the California ELA State Standards in writing (WOC), listening and speaking skills, as well as the California Visual and Performing Arts Standards. Students explore vocabulary and cinematic devices in the context of thematic film units. Students compose screenplays, scripts, treatments, and storyboards centered on film themes, essential questions, and interdisciplinary topics. For all writing, students use 'process' methods and receive feedback from peers, self, and instructor. Students listen to lecture, individual, and group presentations and write and speak in response.

GUITAR 1 A
GUITAR 1 B***UC APPROVED (ucf, f, cg)***

Guitar I is a one year course open to students in grades 9-12. Students will learn basic comprehensive skills and applications that relate to the overall concepts of guitar technique and performance. They will address criteria for critically judging the quality of performances and compositions that derive from social and historical influence. The course also focuses on acoustic guitars, both classical and steel-string. Our work combines the physical, theoretical, historical, practical, and applicable aspects of the guitar and guitar playing. Because this course is Guitar, students learn fundamentals of their instrument before incorporating more delineated Visual and Performing Arts, Music Content Standards. When students see how these fundamentals lead to music that is relevant to their lives, they have a basis upon which to build the language and connections, the knowledge and skills, inherent in the standards. Note: The specific songs listed in this course description may change over time, but the opportunities for knowledge and skill building those songs present will be in any added material. Units on theory, application, and performance will be discrete, but also be carried on throughout the course in order for students to increase

their skills and knowledge. Students will need time to assimilate their new skills before moving on to acquiring new skills – static and dynamic phases of skill progression. Work outside of class involves project preparation, written assignments, and exploration of school-to-career possibilities.

GUITAR 2 A

GUITAR 2 B

UC APPROVED (ucf, f, cg)

This course is designed for experienced guitar players who are seeking to build their technical and performance skills, including, but not limited to (1) common chord fingerings, (2) first position scale, (3) barre chord theory, (4) flat picking and (5) locating notes on the full fretboard. Students will focus on improving and expanding skills in all areas of playing including right and left hand technique, rhythm and solo and ensemble literature and fretboard knowledge. Students will be required to reflect and analyze their own performance as well as reflect and analyze performances of performers from various time periods. The class will showcase their work in a Winter and Spring concert.

INTERMEDIATE BAND A

INTERMEDIATE BAND B

UC APPROVED (ucf, f, cg)

Intermediate band is the second course in a sequenced series of high school band courses. It teaches the musical concepts and instrumental technique of performing at an early intermediate level. In this course, students will increase their knowledge of music notation and musical vocabulary, and will continue to refine their pitch accuracy, instrumental tone, and performance skills. Students will interact with music through composing, improvising, transcribing, performing, and evaluating performances. Students will experience and discover the world of music through hands on work with a wind instrument. Students will learn musical terminology, rhythmic figures and basic musical notation skills. Intermediate Band is considered a performance ensemble and will require students to participate in all performances.

INTRO TO ART A

INTRO TO ART B

UC APPROVED (ucf, f, cg)

The purpose of this course is to introduce students to the world of visual arts. The course will be with an initial foundation and introduction to art vocabulary including the elements of art and principles of design and the steps of the critique process (description, analysis, interpretation, judgment). From there, students will be taken on a journey through the different perspectives in art which begins on the personal level and extends to the community level, societal level and finally the global level Through these sequential themes students will be learn various mediums in art, more in-depth vocabulary, the lives of different artists, historical and cultural connections, as well as a myriad of other topics. Students will create theme specific projects and will learn how to evaluate themselves as well as their peers through the use of rubrics. Writing assignments, discussions, graphic organizers, group-work, and other activities will be the outlet for students to express their understanding of art and the creative process.

MUSICAL THEATRE A

MUSICAL THEATRE B

UC APPROVED (ucf, f, cg)

The focus of this class is to produce two major theater productions a year. Students will produce and manage the production; designing sets and costumes, acting and directing. Acting technique will focus on learning Standard American diction, scansion, rhetoric, dance, stage combat technique, and stage acting technique. The first production will be West Side Story in the Fall. The production will run three nights. The second production in the fall is a student written musical which incorporates songs written by the Guitar Class. Students learn the basics of screenplay structure and work collaboratively to write the musical. Students from the Guitar Class write the music and they are paired with students from the Guitar Class.

THEATRE A

THEATRE B

UC APPROVED (ucf, f, cg)

The purpose of this course is to provide a balanced theatre arts program that guides students to achieve the standards in the performing arts. The course will emphasize artistic perception and creative expression. It will promote understanding of aesthetic valuing, historical and cultural awareness, and the interconnections of the arts and other disciplines. Students will be trained in the fundamental skills of the theatre arts, including improvisation techniques, body control, voice, diction, pantomime, learning of lines, creation of character, projection of ideas and emotions and preparation and acting of scenes from plays. Acting projects will provide positive group experiences in collaborative assignments, developing self-discipline, evaluating the performances of others, and accepting constructive criticism. Instruction develops language skills and appreciation through reading dramatic literature from various periods and cultures; using written critiques to evaluate one's own work and that of others; writing dramatic scenes; character analyses, play reports, and introductions; observing with sensitivity; listening critically; and speaking effectively. It is important for students to keep a daily journal recording responses to acting techniques and character development. They need to read and discuss plays from different periods noting similarities and differences in writing styles and participate in theatre activities as an actor, using appropriate theatre terms. In order to be successful in this course and develop as theatrical artists, students are required to complete research and discuss periods in theatre history focusing on the social, political, economic, and religious influences that shaped them. Prepare and present a report on one aspect of theatre history. As a result of their analytical research, students will be writing their own play scripts and producing plays in relation to issues in their community.

VISUAL ART A

VISUAL ART B

UC APPROVED (ucf, f, cg)

The purpose of this course is to introduce students to the world of visual arts. The course will begin with an initial foundation and introduction to the visual arts vocabulary including the elements of art, principles of design and the steps of the critique process (description, analysis, interpretation, judgment).

After the initial foundation, students will be exposed to different perspectives within the visual arts through four themes. The series of themes begins with art on the personal level and then extends to the community level, continues onto the societal level and finally ends with the global level. Through these sequential themes students will learn about various mediums in art, observational drawing and painting skills, more in-depth art vocabulary, the lives of different artists, historical and cultural connections, as well as a variety of other topics. Students will create concept specific projects and will learn how to evaluate themselves as well as their peers through the use of rubrics.

UC Approved G Electives

Course Title	Grade	Course Length	Credit Type
Academic English Essentials	10	YEAR	ucg, g, cg
Advanced Composition	10	YEAR	ucg, g, cg
Advanced Digital Art and Photography	11-12	YEAR	ucg, g, cg
Advanced Drawing and Painting	11-12	YEAR	ucg,g,cg
Chicano/African American Literature A/B	9-12	YEAR	ucg, g, cg
Chicano Studies A/B	10-12	YEAR	ucg, g, cg
Cultural Relations A/B	9-12	YEAR	ucg, g, cg
Composition A/B	9	YEAR	ucg, g, cg
Economics	11-12	SEMESTER	ucg, g, cg
Economics Honors	11-12	SEMESTER	ucg, g, cg
Engineering and Robotics A/B	11-12	YEAR	ucg, g, cg
Environmental Science A/B	10-12	YEAR	ucg, g, cg
Ethnic Studies A/B	9,12	YEAR	ucg, g, cg
Introduction to Engineering A/B	9-12	YEAR	ucg, g, cg
Introduction to Journalism A/B	9-12	YEAR	ucg, g, cg
Speech and Communication A/B	9-12	YEAR	ucg, g, cg

ACADEMIC ENGLISH ESSENTIALS A ACADEMIC ENGLISH ESSENTIALS B

UC APPROVED (ucg,g,cg)

Academic English Essentials is designed to provide students with the opportunity to master skills needed for college and career success. Course activities and assessments are aligned to the Common Core State Standards and designed to strengthen general study skills, particularly analytical reading, expository writing, and oral communications. Students will focus on developing the skills to read and analyze literary and informational texts and have ample opportunity to explore their personal interests. The development of a literacy portfolio where students will curate and revise examples of their work will be threaded throughout the course and technology skills will be integrated across all units to promote student technology proficiency. Students will engage in guided reflection throughout the course to stimulate

critical thinking skills while simultaneously providing self-evaluation of their preparedness for college and career success.

ADVANCED COMPOSITION A

ADVANCED COMPOSITION B

UC APPROVED (ucg,g,cg)

The Advanced Composition course is designed to further help students gain the competencies necessary for success in college writing in a wide variety of subjects and disciplines. Students will focus on developing the skills to write clear expository and persuasive essays with well-supported arguments and point of view. Students will practice writing in a variety of rhetorical modes, including narration, argumentation and exposition. Students will work independently and collaboratively to explore writing strategies in a Writer's Workshop class setting. Each student will maintain a Writer's Notebook and compile all selections into a Writing Portfolio that will reflect their growth through the course.

ADVANCED DIGITAL ART AND PHOTOGRAPHY A

ADVANCED DIGITAL ART AND PHOTOGRAPHY B

UC APPROVED (ucg,g,cg)

Advanced Digital Art and Photography will continue where Digital Art leaves off, by using similar but advanced software and photo skills for graphic and image manipulation to create commercial graphic products and aesthetic fine art images while promoting technological and visual literacy. Students will begin by creating advanced projects geared towards non-profit clients, using image and text strategies for projects such as graphic and poster design, manipulating found and created imagery, and to work with visual narrative strategies using photojournalist techniques that address both personal as well as public themes of identity, place and community.

Advanced Digital Art and Photography will be the culminating class for the Digital Arts pathway. It teaches specific advanced digital imaging and photographic content and skills. The goals of this specific course are to develop advanced digital artists and photographers by teaching a variety of skills and outcomes that will include not only traditional imaging projects but advanced photojournalism and photo manipulation techniques. Students will produce a quality portfolio of work by the end of the school year. These portfolios will be evaluated by a panel of photographers, college representatives and graphic artists as their culminating presentation.

ADVANCED DRAWING AND PAINTING A

ADVANCED DRAWING AND PAINTING B

UC APPROVED (ucg,g,cg)

The purpose of Advanced Drawing and Painting is to enable students to develop an independent artistic voice and strong ability to engage in ideation in the visual arts. The class provides opportunity for developing individual artistic voice while engaging in advanced exploration of the art mediums of drawing and painting. Students develop a strong personal aesthetic as they create works employing a variety of materials historically implemented in drawing and painting. Students base their choices on the elements of art and principles of design and their aesthetic judgments of historically relevant art and art movements. Using these explorations, students achieve deeper cognitive meaning in their artwork. Since knowledge empowers the artist, students will learn the historical and psychological significance of art and the development of different materials that aid in these revelations. Students learn to analyze mediums in

drawing and painting that best suit their artistic vision and enhance their visual communication. They will use this exploration to connect media to meaning as they develop their artistic voice. To assist this understanding of artistic intentions and voice, students will engage in research and writing on historical art and meaning. This course will also assist the students in their self-discipline and time-management as they learn the professional standards of production and presentation required in the art world. Students will be instructed in the development of portfolios and their purpose.

CHICANO/AFRICAN AMERICAN LITERATURE A

CHICANO/AFRICAN AMERICAN LITERATURE B

UC APPROVED (ucg, g, cg)

This introductory course to Chicano and African American literature will examine a variety of literary genres - poetry, short fiction, essays, historical documents, and novels - to explore the historical development of Chicano and African American social and literary identity. Units will be divided by time period, beginning with the sixteenth century and concluding with contemporary works. We will examine the historical, political, intellectual, and aesthetic motifs of each era. In each era, we will focus on how authors address important issues such as race, class, nationality, and appellation, and how authors represent the complexities of being caught between multiple cultures that may be defined by those concepts. In each unit of the course, students will read various genres of Chicano/African American Literature, respond to the text in various modalities, and synthesize their own understanding of each time period with the ideas presented in the texts to derive a new understanding of the individual and collective identities as they evolved over time and space. The course will also consider key literary concepts that shape and define Chicano/African American literary production. By the end of the class, students will have a comprehensive understanding of the literary and historical formation of Chicano/African American identity and the complex, even contradictory, experiences that characterize Chicano/African American culture.

CHICANO STUDIES A

CHICANO STUDIES B

UC APPROVED (ucg, g, cg)

The major purpose of this course is to provide an overview of significant periods in the history of Mexico as a basis for establishing a greater understanding of the Mexican people and Americans of Mexican descent. The course includes Mexican and Mexican-American contributions to the development of the United States, with special reference to the present. The course also covers the political, economic, social, and cultural history of Mexico and includes related current affairs.

Representative Objectives Students will be able to: Examine the culture, history, language, and traditions of Mexican Americans. Explain the geography of Mexico and the southwestern United States and understand the relationship between the land and the people. Examine the Mexican influence in California and the Southwest. Examine the conflict between the Conquistadors and various Indian Civilizations. Interpret the goals and accomplishments of the missionaries. Review the reasons for the military conflict between the Mexican and the Anglos in the 19th century. Describe 20th-Century Mexican American economic and political movements. Investigate today's problems in the Chicano community, such as those of the young, the old, new immigrants, the church, various political groups, and relationships with others in the community.

COMPOSITION A

COMPOSITION B-

UC APPROVED (ucg,g,cg)

The Composition course is designed to help students gain the competencies necessary for success in college writing in a wide variety of subjects and disciplines. Students will focus on developing the skills to write clear expository and persuasive essays with well-supported arguments and point of view. Students will practice writing in a variety of rhetorical modes, including narration, argumentation and exposition. Students will work independently and collaboratively to explore writing strategies in a Writer's Workshop class setting. Each student will maintain a Writer's Notebook and compile all selections into a Writing Portfolio that will reflect their growth through the course.

CULTURAL RELATIONS A

CULTURAL RELATIONS B

UC APPROVED (ucg, g, cg)

This course examines racial and ethnic relations in the U.S. from a socio-historical perspective. It integrates the three main theoretical perspectives found in sociology and applies them to the experiences of more than 50 racial, ethnic, religious, and other minority groups in American society. Specific groups that will be studied in this class include Muslims and other religious minorities, the disabled, Middle Eastern, non-native born blacks, homosexuals, and the elderly. Students will also analyze the cultural history of each minority group in relation to their current place in society, thus allowing students to gain a holistic view of each group's experience in America. Once students study the cultural history of a minority group they will examine and analyze deeper using the three sociological perspectives. Overall this class explores the dominant/minority relationship that inevitably exists in America's diverse and ever changing society and how it affects each group. Throughout the year as new sociological concepts are learned students will self-reflect on their own experience in America and apply these concepts to their own reality and culture.

ECONOMICS

UC APPROVED (ucg, g, cg)

The primary goal of this course is to give students a fundamental knowledge of our domestic and global economic systems. Students will understand the basic concepts of microeconomics as they relate to supply and demand, pricing structures and market structures. Students will learn the basic concepts of macroeconomics as they relate to employment, taxation and government regulation. Using real world examples, students will be able to critically evaluate how economic factors influence their daily lives and the economy as a whole. The main focus is to provide the students a base level of economic understanding and the ability to integrate their knowledge into their other courses. Students will develop an understanding of economic problems and institutions of the United States and the world. Students will expand knowledge of the institution of economic systems, different methods and means of measuring concepts of economics, and the relationships of various economic variables.

ECONOMICS HONORS

UC APPROVED (ucg, g, cg)

During the second semester students will familiarize themselves with basic economic terms, concepts, and reasoning. They will examine the principles and characteristics of U.S. capitalism and analyze its market economy in a global setting. Students will analyze and debate the extent of government involvement in the U.S. economy. Special attention will be paid to an analysis of the U.S. labor market in a global setting, aggregate behavior of the U.S. economy, and how the U.S. affects, and is affected by, the global economy. Throughout the semester students will utilize the tools from other subject areas to interpret and analyze data.

The honors section will study the same content, but will be required to read additional texts. For example, students in the honors section will read excerpts from *Freakonomics*, *The Communist Manifesto*, *Black Awakening in Capitalist America*, and *Confessions of An Economic Hitman*, among others. Furthermore, their unit and final exams will be more rigorous, inclusive of an additional writing prompt, data analysis, and more multiple-choice and identification questions. The honors section will also write weekly timed essays in response to a text.

ENGINEERING AND ROBOTICS A

ENGINEERING AND ROBOTICS B

***UC APPROVED* (ucg, g, cg)**

Engineering and Robotics is an advanced science course that integrates concepts from physics, algebra, geometry, and technology while introducing students to the fundamentals of computer programming and electrical engineering. Students design and build autonomous robots with different modalities of sensory inputs. The course is designed to give the students more advanced and real-life experiences of scientific investigation. Students are not simply learning about physics and robots, but rather they become the primary investigator working to solve complex problems on the border between electronics and mechanics.

ENVIRONMENTAL SCIENCE A

ENVIRONMENTAL SCIENCE B

***UC APPROVED* (ucg, g, cg)**

Environmental Science integrates the biological sciences with chemistry, economics, geology, hydrology, politics, and other disciplines to provide students with a frame for investigating the natural world and our current environmental conditions. The format of this rigorous course challenges students to learn information through the processes of lecture, textbook readings, supplemental readings, and video clips; analyze the information in relation to extensive lab and field experiences; and synthesize the findings through work on a series of papers and projects. This course requires students to use what they are learning to create and test their own questions using the scientific method, design comprehensive conservation plans and create usable projects in addition to traditional unit test assessments.

ETHNIC STUDIES A

ETHNIC STUDIES B

***UC APPROVED* (uca, a, cg)**

This is a year-long course that is designed to teach students about different ethnic and cultural groups in the United States. Students will learn about the history, culture, contributions of some of the major ethnic groups in the United States. They will study in depth the national origins of the various ethnic groups, the reasons these groups immigrated to the United States, and the barriers they have had to overcome. They

will also examine the opportunities and contributions these groups have made, as well as the current status of these groups in American society. The goal of this class is to provide students with a better understanding of diversity in American culture and society, and to prepare them to contribute to a culturally diverse world. Ethnic Studies is designed to give students an introduction to various cultural issues. Students will learn about the history of US communities, social theory about social environments, policy analysis, and social inequality. Ethnic Studies is a combination of literature, art, history, economics, government, sociology, and philosophy and the course is designed to explain how societies work. The students will look at cultural issues that negatively impact communities: violence, gangs, the drug trade, poverty. Students will understand how the design and history of a community shapes its future. Students will learn how immigration can transform a community and make it a more diverse and colorful place to live. Students will analyze environmental issues, such as pollution, recycling and conservation and also explore diverse cultures, fashion, art, poetry, music, and film.

INTRODUCTION TO ENGINEERING A

INTRODUCTION TO ENGINEERING B

UC APPROVED (ucg, g, cg)

The Introduction to Engineering course introduces students to different engineering disciplines and careers through research and project-based learning. In each unit, students will research a branch of engineering, focusing on the key content principles and career options. Students will then identify a real-life problem, design a solution using the engineering process, construct a prototype, and test it. Students will document their project and research in a portfolio. The portfolio will grow throughout the course of the year. At the end of the course, a culminating project and completed portfolio will be presented to a panel of judges for feedback and assessment.

The course will first introduce students to mechanical, industrial, and civil engineering. Next, students will study architecture and electrical engineering. The course then covers environmental and biomedical engineering, before ending with a culminating project.

INTRODUCTION TO JOURNALISM A

INTRODUCTION TO JOURNALISM B

UC APPROVED (ucg, g, cg)

Journalism is an elective course in newspaper writing and media literacy. This course introduces students to the real-world skills needed to produce journalistic reports. This course also provides an overview of the ethics and the responsibilities of the news media in a democracy. Students will ultimately report, write, edit, take photographs, and design pages for the *Gryphon Gazette*, the student newspaper. Students will strive to publish four newspapers each semester, or two each quarter. By the end of this course, students will be well prepared to work for a college newspaper and have the basic skills and knowledge to enter a college journalism program and excel.

SPEECH AND COMMUNICATION A

SPEECH AND COMMUNICATION B

UC APPROVED (ucg,g,cg)

This course is for students who wish to become effective communicators by active listening, oral repetition, and weekly presentations. In this course, students will analyze speech in order to master public

speaking. Students will develop their speech and communication skills by presenting information using a variety of techniques to appeal to a wide range of audiences.

Green Dot Electives

Course Title	Grade	Course Length	Credit Type
Leadership	9-12	YEAR	g, cg
PE	9-10	YEAR	Pe
Pop Culture	11-12	YEAR	g, cg
JROTC	11-12	YEAR	pe
Student Council	9-12	YEAR	g,cg
Student Government	9-12	YEAR	g,cg
Technology	9-12	YEAR	g,cg

LEADERSHIP A
LEADERSHIP B
STUDENT GOVERNMENT A
STUDENT GOVERNMENT B
STUDENT COUNCIL A
STUDENT COUNCIL B

NOT UC APPROVED (g, cg)

Leadership, Student Government and Student Council is a project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school, students will discover how to best affect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students write frequently – critically, reflexively, persuasively – and speak about the real world issues that arise from the planning of events.

PE A
PE B

NOT UC APPROVED (pe)

In PE we will focus on techniques and strategies as well as review rules, history, and the athletic structure of common sports. There will also be a health and skill related fitness component to the class. Students will also be responsible for creating their own individual, dual, or team sport.

POP CULTURE A
POP CULTURE B

NOT UC APPROVED (g, cg)

The course will consider the apparently inescapable force of American popular culture. They will begin by considering the terms "culture" and "popular," and developing working definitions for the purpose of the class. Readings will help question the role of popular culture in student lives, inform general conversation, and provide students with a theoretical framework on which to develop their own ideas. As students turn to the second half of the year, they will consider the possibility of resistance and dissent, as exemplified in subcultures and countercultures, both historically and today. What is popular culture doing to us, what are we doing to it, and how (or why) might we change our relationship with this product of our society that seems to penetrate every aspect of our lives?

JROTC A
JROTC B

NOT UC APPROVED (pe)

The Army Junior Reserve Officer Training Corps (JROTC) is a program offered to high schools that teaches students character education, student achievement, wellness, leadership, and diversity. It is a cooperative effort between the Army and the high schools to produce successful students and citizens, while fostering in each school a more constructive and disciplined learning environment.

TECHNOLOGY A
TECHNOLOGY B

NOT UC APPROVED (g, cg)

The course is intended to strengthen the basic academic and technology skills students need to perform confidently and effectively in courses across the curriculum. The course introduces students to the literacy expectations of high school/college preparatory education by cultivating essential academic skills such as critical inquiry, research deliberation, argument, reading, writing, listening, and speaking. Completion of this entry-level course provides the base for subsequent courses in general and specialized curricula which continue building technology, rhetoric and composition skills.

Green Dot Intervention Courses

Course Title	Grade	Course Length	Credit Type
English Language Arts			
Literacy Enrichment A/B	9-12	YEAR	g,
ELD Literacy Enrichment	9-12	YEAR	
Literacy Intervention 1A/B	9	YEAR	g
ELD Literacy Intervention 1 A/B	9	YEAR	
Literacy Intervention 2A/B & 10A/B	10	YEAR	g

Literacy Intervention 2 A/B	10	YEAR	
Composition A/B	9 -12	YEAR	g
Mathematics		YEAR	
Math Foundations 9 A/B	9	YEAR	g
Mouth Foundations 10 A/B	10	YEAR	g
Study Skills/ Organization			
Curriculum Skills A/B	9-12	YEAR	g
ELD Curriculum Skills A/B	9-12	YEAR	g
Academic Success A/B	9-12	YEAR	g
College and Career Readiness			
Senior Seminar A/B	12	YEAR	g
College Readiness A/B	9-12	YEAR	g
ELD College Readiness A/B	9-12	YEAR	g
Advisory			
Advisory A/B	9-12	YEAR	g
ELD Advisory A/B	9-12	YEAR	g

READING

LITERACY ENRICHMENT A

LITERACY ENRICHMENT B

*** Note: other course numbers are available for other credit numbers**

This program published by Scholastic is a reading intervention program for high school students reading below grade level. All students at Ánimo are tested using the Scholastic Reading Inventory assessment upon entering school. Any students reading below a lexile level of 1000 are considered below high school proficiency in reading and are put into the program.

At the ninth grade level, students reading below a 7th grade level do not take science. Instead, they take a Read 180 class in which they are engaged in a 3-part program that includes independent reading, teacher-led mini lessons on reading strategies, and interactive computer CD-ROMs. Students reading between a 7th and 9th grade level receive support from the Read 180 program during their English class.

At the tenth grade level, students still reading below grade level receive Read 180 support during their English class. Students had the option of taking Read 180 during the summer before their 10th grade year. If they tested above 1000, they were transitioned out of the program.

LITERACY INTERVENTION 1A

LITERACY INTERVENTION 1B

ELD LITERACY INTERVENTION 1A

ELD LITERACY INTERVENTION 1B

LITERACY INTERVENTION 2A
LITERACY INTERVENTION 2B
ELD LITERACY INTERVENTION 2A
ELD LITERACY INTERVENTION 2B
LITERACY INTERVENTION 10A
LITERACY INTERVENTION 10B

*** Note: other course numbers are available for other credit numbers**

This course uses the S44 and R180 curriculum and is designed for students who need intensive literacy intervention and basic phonics and decoding instruction. (Criteria- 700 L and below)

COMPOSITION A
COMPOSITION B

The Composition Course is designed to introduce students who do not require R180 Literacy Enrichment to the competencies necessary for success in college writing in a wide variety of subjects and disciplines. Students will focus on developing the skills needed to write clear expository and persuasive essays with well-supported arguments and points of view. Students will practice writing in a variety of rhetorical modes, including narration, argumentation and exposition. Students will work independently and collaboratively to explore writing strategies in a Writer's Workshop class setting. Each student will learn how to maintain a Writer's Notebook and compile writing selections into a Writing Portfolio that will reflect growth throughout the course. May also be used at 10th grade for proficient or advanced students as an elective course.

MATH

MATH FOUNDATIONS 9A
MATH FOUNDATIONS 9B

Mathematics Foundations 9 is an elective mathematics course provided to students as a second course to support the core Mathematics class, Algebra 1. The course is designed to enhance the student's knowledge of prerequisite skills that are needed to access the grade level mathematics course.

MATH FOUNDATIONS 10A
MATH FOUNDATIONS 10B

Mathematics Foundations 10 is an elective mathematics course provided as needed to students as a second course to support the core Mathematics class, Geometry. The course is designed to enhance the student's knowledge of prerequisite skills that are needed to access the grade level mathematics course.

STUDY SKILLS / ORGANIZATION

CURRICULUM SKILLS A
CURRICULUM SKILLS B
ELD CURRICULUM SKILLS A
ELD CURRICULUM SKILLS B

*** Note: other course numbers are available for other credit numbers**

The purpose of curriculum skills is to provide students with a built-in, structured part of their day to do homework. Curriculum skills provide students with a structured, quiet work environment and adult supervision with knowledge and resources to help answer homework questions. A curriculum skills classroom is an environment that is conducive to learning and increases the success level of our students.

9th Grade: Every ninth grade student is required to take curriculum skills as a part of their academic schedule.

10th Grade: Students in the tenth grade that receive under a 2.0 GPA in the second semester of their 9th grade year are required to take Curriculum Skills for the first semester of the 10th grade. All other tenth graders are enrolled in an elective course, which includes, Speech, Drama, and Journalism. If a student raises their GPA at the end of the first quarter, they are transitioned out of Curriculum Skills and into an elective class. Likewise, if a student's GPA falls under a 2.0 in the first quarter of the 10th grade, they will be taken out of the elective rotation and moved into a Curriculum Skills class.

ACADEMIC SUCCESS A
ACADEMIC SUCCESS B
ACADEMIC SUPPORT 9A
ACADEMIC SUPPORT 9B
ACADEMIC SUPPORT 10A
ACADEMIC SUPPORT 10B
ACADEMIC SUPPORT 11A
ACADEMIC SUPPORT 11B
ACADEMIC SUPPORT 12A
ACADEMIC SUPPORT 12B

Academic Success/Academic Support is an intervention class intended to provide support for students in their learning through academic coaching by a teacher in the areas of: Organization, Reading, Writing, Math, and Transition. The class intends to provide students with supports to meet grade level standards through the use of strategic and targeted interventions so that the student can develop skills and progress in the general education curriculum and meet Individual Education Program Goals. The class will also support students with meeting the requirements of other courses they are enrolled in by providing time and individual and small group re-teaching.

COLLEGE AND CAREER READINESS

SENIOR SEMINAR A
SENIOR SEMINAR B

The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of writing, inquiry, collaboration and reading strategies. These higher levels thinking, reading, writing and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of the senior year. These elective courses at all grade levels are designed to prepare students for entrance into four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing,

collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research.

COLLEGE READINESS 10A
COLLEGE READINESS 10B
COLLEGE READINESS 11A
COLLEGE READINESS 11B
ELD COLLEGE READINESS 11A
ELD COLLEGE READINESS 11B
COLLEGE READINESS 12A
COLLEGE READINESS 12B
ELD COLLEGE READINESS 12A
ELD COLLEGE READINESS 12B

The course focuses on preparing students on the process and completion of college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School personal statement, EOP application, SAT/ACT registration, and FAFSA Forecaster. As stated in the school's Student Policy Manual, students are not required to submit an application as a condition to participate in graduation.

ADVISORY

ADVISORY A
ADVISORY B
ELD ADVISORY A
ELD ADVISORY B
ELD ADVISORY A (2.5)
ELD ADVISORY B (2.5)
ADVISORY
ELD ADVISORY 9A (2.5)
ELD ADVISORY 9B (2.5)
ADVISORY 10A (2.5)
ADVISORY 10B (2.5)
ELD ADVISORY 10A (2.5)
ELD ADVISORY 10B (2.5)
ADVISORY 11A (2.5)
ADVISORY 11B (2.5)
ELD ADVISORY 11A (2.5)
ELD ADVISORY 11B (2.5)
ADVISORY 12A (2.5)
ADVISORY 12B (2.5)
ELD ADVISORY 12A (2.5)
ELD ADVISORY 12B (2.5)

*** Note: other course numbers are available for other credit numbers.**

Advisory is a school-wide structure that provides an opportunity to build positive relationships, increase academic resiliency, and develop the whole child. Advisory programs aim to promote the desired school

culture as defined by the school's mission and vision. We aim to do it through the integration of the College, Leadership, & Life framework.

Special Education

Scope and Sequence of High School Core Courses for Students on Alternative Curriculum						
Grade	English	Math	Social Studies	Science	Health/Life Skills	Physical Education
Grade 9	Pract Eng A	Pract Math A	Pract Soc St A	Pract Sci A	-----	PE or APE
	Pract Eng B	Pract Math B	Pract Soc St B	Pract Sci B	Life Skills	PE or APE
Grade 10	Applied Eng A	Cons Math A	SS Hist-Comm A	Comm Sci A	Personal Health	PE or APE
	Applied Eng B	Cons Math B	SS Hist-Comm B	Comm Sci B	-----	PE or APE
Grade 11	Comm Eng A	-----	SS Hist-Cons A	-----	-----	-----
	Comm Eng B	-----	SS Hist-Cons B	-----	-----	-----
Grade 12	Comm Res A	-----	-----	-----	-----	-----
	Comm Res B	-----	-----	-----	Transition	-----
Total Credits	40 Credits	20 Credits	30 Credits	20 Credits	15 Credits	20 Credits (more if IEP determines need)

Course Title	Grade	Units	Designation
Practical English A	9-10	5	Pract Eng A
Practical English B	9-10	5	Pract Eng B
Applied English A	9-10	5	App Eng A
Applied English B	9-10	5	App Eng B
Community English A	11-12	5	Com Eng A
Community English B	11-12	5	Com Eng B
Community Resources A	11-12	5	Com Res A
Community Resources B	11-12	5	Com Res B
Practical Math A	9-10	5	Pract Math A
Practical Math B	9-10	5	Pract Math B
Consumer Math A	9-10	5	Cons Math A
Consumer Math B	9-10	5	Cons Math B
Practical Social Science A	9-10	5	Pract Social Sci A
Practical Social Science B	9-10	5	Pract Social Sci B
Social Science/History Community A	11-12	5	Social Sci Com A
Social Science/History Community B	11-12	5	Social Sci Com B
Social Science/History Consumer A	11-12	5	Social Sci Con A
Social Science/History Consumer B	11-12	5	Social Sci Con B

Practical Science A	9-10	5	Pract Sci A
Practical Science B	9-10	5	Pract Sci B
Community Science A	9-10	5	Comm Sci A
Community Science B	9-10	5	Comm Sci B

The total credits are determined by the possible number of courses that are offered through the alternative curriculum program. However, each student's plan of study is discussed through the Individual Education Program (“IEP”) process for those students who receive special education services and who are working towards a certificate of completion.

PRACTICAL ENGLISH A

PRACTICAL ENGLISH B

This course emphasizes the development of survival reading and writing skills as they are applied to daily living. The course focuses on the interpretation of a variety of printed materials commonly found in the home and the community.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

APPLIED ENGLISH A

APPLIED ENGLISH B

This course promotes the continued development and practical application of basic reading and written communication skills. Focus is on the use of reading and writing as they relate to functioning independently and effectively on a day-to-day basis in the community in which the student lives.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

COMMUNITY ENGLISH A

COMMUNITY ENGLISH B

This course emphasizes awareness and recognition of basic functional and safety words in the student’s environment. Focus is on the individual’s need to recognize and respond to printed words and logos in order to safely and more independently function in his or her home and community environments.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

COMMUNITY RESOURCES A

COMMUNITY RESOURCES B

This course emphasizes the skills needed to obtain basic and vital information necessary to function efficiently within the student’s natural environment. The course will focus on information and services

related to the Social Security Administration, the United States Postal Service, and the Department of Human Resources.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

PRACTICAL MATH A

PRACTICAL MATH B

This course promotes the continued development and practical application of basic mathematics skills. It emphasizes those skills a student needs to more independently function in the home, community, or vocational environment.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

CONSUMER MATH A

CONSUMER MATH B

This course emphasizes basic skills for using money in the purchase of consumer goods and services. Students develop functional skills in the use and relationships of monetary coins and paper. They also apply monetary skills to the purchase of functional items needed for self or home. All skills are extended to their practice and application in the natural environment.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

PRACTICAL SOCIAL SCIENCE A

PRACTICAL SOCIAL SCIENCE B

This course emphasizes the relationship of local government to the individual within the community. The focus is on identifying the location, telephone number and nature of basic governmental services relevant to the student as a person living in a community. In addition, this course emphasizes the skills needed to obtain basic and vital information necessary to function efficiently within the student's natural environment. The course will focus on information and services related to the Social Security Administration, the United States Postal Service, and the Department of Human Resources.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

SOCIAL SCIENCE/HISTORY COMMUNITY A

SOCIAL SCIENCE/HISTORY COMMUNITY B

This course emphasizes the skills needed to obtain basic and vital information necessary to function efficiently within the student's natural environment. The course will focus on information and services related to the Social Security Administration, the United States Postal Service, and the Department of Human Resources.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for*

Students with Moderate to Severe Disabilities. Students enter into and move through the standards at an individual pace.

SOCIAL SCIENCE/HISTORY CONSUMER A

SOCIAL SCIENCE/HISTORY CONSUMER B

This course emphasizes the student's awareness of the legal resources available in the community. The course will focus on issues, laws, and legal documents relevant to the student's needs and includes the areas of civic responsibilities and the means by which to avoid exploitation.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

PRACTICAL SCIENCE A

PRACTICAL SCIENCE B

This course emphasizes the concepts of force and motion in the completion of most tasks in everyday life. Focus will be on understanding the properties of substances and how substances are mixed, cooled or heated, observation skills and understanding similarities and differences.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

COMMUNITY SCIENCE A

COMMUNITY SCIENCE B

This course helps students ask meaningful questions and conduct careful investigations that are important in the completion of most tasks in everyday life. This includes understanding different kinds of weather and different environmental conditions and responding appropriately for comfort, learning how to care for other living things and how to take care of personal needs. Develop an understanding that organisms reproduce offspring of their own kind and that offspring resemble their parents and one another.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace

Course Alignment with the A-G Requirements for Admission into the UC/CSU System

Subjects to meet and exceed admission requirements for the UC/CSU system		Required number of years	9 th	10 th	11 th	12 th
A	History / Social Science	2 Required 3 Recommended		World History (AP)	US History (AP)	Government (AP) / Economics
B	English	4 Required	English 9	English 10 (H)	English 11 (AP)	English 12 (AP) and/or

						Expository Reading and Writing Course
C	Mathematics	3 Required 4 Recommended	Algebra I	Geometry or Integrated Math	Algebra II or Pre-Calculus	AP Calculus or AP Statistics
D	Laboratory Science	3 Required 4 Recommended	Physics in the Universe	Biology of the Living Earth	Chemistry in the Earth System	Anatomy and Physiology/AP Biology
E	Language other than English	2 Required 3 Recommended	Span I for Non-Native Speakers or Span II for Native Speakers	Span II for Non-Native Speakers or Span II for Native Speakers	AP Span Language	AP Language or AP Literature
F	Visual and Performing Arts	1 Required				Drama
G	College Preparatory Electives	1 Required		Chicano/African American Literature or Academic English Essentials		Engineering & Robotics

Textbooks

Choosing a textbook should be a collective process where the various members of the community that are to be engaged with the text should be part of the selection process. Each school is invited to send representatives in a given content area to participate in research and provide input to recommended textbook selections. This Textbook Adoption Committee (“TAC”) is convened when the adoption of a text is needed in a selected content area and is comprised of teachers in the content area and individuals that have some specific relationship to the material (curriculum director, instructional coaches, instructional leadership team members, administrators, etc.).

As an initial task, the TAC should create and/or adopt a rubric/checklist by which to judge the various textbooks. This rubric should include consideration of a) clear alignment with state standards and CCSS, b) clear alignment with school and Green Dot standards, c) cultural, gender, SES and ethnic differences, d) differing learning modalities, e) local budget constraints, and f) content accessibility.

If a textbook is selected to be used at a school site that does not appear on the Green Dot Recommended Book List, the book must be presented to the Area Superintendent for final approval.

For the school year 2020-21, Green Dot’s approved high school textbook list is included below. The needs of the Charter School are evaluated each year and textbooks, curriculum and other instructional materials are adjusted accordingly.

SY2021-22: Green Dot High School Textbooks and Instructional Materials	
ELA	<ul style="list-style-type: none"> My Perspectives Grade 9 My Perspectives Grade 10 My Perspectives Grade 11 My Perspectives Grade 12 Approved Grade-level Novels (Literature & Composition (Bedford/St. Martins)
ELD	<ul style="list-style-type: none"> Edge: Inside the USA Fundamentals Edge: Level 2

	<ul style="list-style-type: none"> • Core ELA Curriculum with Sheltered Adaptations • LAS Links • Imagine Learning • Read 180/ System 44 Materials: L Book • Kate Kinsella Academic Vocabulary Toolkit • English 3D
Math	<ul style="list-style-type: none"> • Illustrative Mathematics Algebra 1 • Illustrative Mathematics Geometry • Illustrative Mathematics Algebra 2 • Pre-Calculus: Mathematics for Calculus (Stewart – 7th Edition) – Cengage • Pre-Calculus (Larson – 7th Edition) – Houghton Mifflin • The Practice of Statistics (Starnes – 5th Edition) W.H. Freeman • Calculus (Larson – 9th Edition) – Cengage • Calculus (Stewart – 6th Edition) -- Cengage •
Science	<ul style="list-style-type: none"> • Glencoe Science: Biology, CA Edition • Glencoe Science: Chemistry Matter and Change, CA Edition • Glencoe Science: Principles and Problems, CA Edition • CPO Physics • Biology with Mastering Biology (Pearson) • Chemistry the Central Science (Prentice Hall)
History	<ul style="list-style-type: none"> • World Civilizations: Sources Images, and Interpretations (McGraw-Hill) • World History (Glencoe McGraw-Hill) • US Government: Democracy in Action • Government in America, 15th Edition (AP Edition) • American Government: Readings and Cases. 18th Edition • Economics: Principles and Practices (Glencoe) • The American Pageant: A History of the Republic (Houghton Mifflin) • AMSCO World History • Ways of the World by McMillan • American History by McGraw-Hill • AMSCO US History
Spanish	<ul style="list-style-type: none"> • Sendas 1 (Prentice Hall) • Sendas 2 (Prentice Hall) • Realidades 1 (Prentice Hall) • Realidades 2 (Prentice Hall) • Realidades 3 (Prentice Hall) • AP Spanish: Preparing for the Language Examination (Prentice Hall) • Temas AP Spanish Language and Culture
Instructional Materials	<p>Instructional materials for the courses above includes, but are not limited to:</p> <ul style="list-style-type: none"> • Novels • Articles • Primary source documents • Textbooks • Student Workbooks • Manipulatives • Video and audio recordings relevant to the curriculum • Technology software

Study Skills / College Courses

Students may also take one course specifically designed to help them prepare for college. Supporting materials for this course include: CSU/UC requirements, Habits of Heart and Habits of Work & Mind. This class is particularly important for the student population Green Dot serves as many of the students

have had little exposure to rigorous academic programs and are not familiar with what it takes to get into college.

Academic Support, Intervention and Enrichment

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

- *Summer Bridge*: Summer Bridge is a recommended two-week summer program for incoming 9th grade students that acclimates students to the Ánimo Jackie Robinson culture of high school, high expectations and the development of a trusting community. The Summer Bridge program is an opportunity to learn about students' individual learning needs through a variety of assessments that will provide data for future placement in courses and adjustments in the master schedule. All students will be assessed to identify non-proficiency in standards and socio-emotional supports that may be necessary. In addition, students who have been identified as English Learners or as having special needs may have additional assessments to assess their learning levels and whether further interventions may be appropriate. Students receive standards-based instruction in Math and English Language Arts and are acclimated to the culture and expectations of a Green Dot school. Students engage in culture-building exercises that promote a positive community of trust and respect. The Summer Bridge program allows the school the opportunity to begin to assess student social and personal needs through collaboration in the classroom and small group instruction. Students will also participate in education field trips in the Summer Bridge program. Students enrolled in the summer bridge program have been identified through the approved enrollment process. Transcripts, grades or proof of matriculation is not a requirement of that process.
- *Reading and Math Intervention Programs*: Literacy Enrichment (Read 180) and Math Support, standards-aligned programs for reading and math respectively, are provided to students who test low in reading and/or math. Typically, these courses are given to 9th graders in an elective class. Students take the 9th grade SRI and an internal Math Diagnostic before school starts.
- *Read-In*: The goal of the program is to place a focus on the importance of reading at the school site as well as provide structured time for students to complete reading logs and provide evidence of comprehension through writing.
- *9th Grade Advisory*: This curriculum is focused on the individual as a student, learner and part of the greater community. In this class, students are taught different study skill strategies, test-taking strategies, and communication tools that enable them to succeed in their high school academic career.
- *10th Grade Advisory*: This curriculum continues the focus on study skills, testing taking strategies and communication tools and adds a college readiness component. Academic consultancy and the review of grades and transcripts happen on a bi-weekly basis so that students are taking their A-G and graduation status. Students also begin college exploration, including the structures of the SAT/ ACT exams which they will be targeted for in the 11th grade.
- *11th Grade Advisory*: There are two pathways for 11th graders. The first pathway is for students that are on-track to graduate. These students will be preparing for the SAT and gaining knowledge on multiple college opportunities, scholarships, college application process and the financial aid process. The second pathway is for students who are not on-track to graduate. These students will be given the opportunity to recover credits through a rigorous program called APEX. Once students are back on-track to graduate, they will fall into the first pathway with college-readiness.
- *12th Grade Advisory* – The curriculum is focused on preparing students on the transition to college. Semester 1 covers the college application process, and Semester 2 covers financial aid as well as the social/emotional transition students need to prepare for their post-secondary pursuits.
- *Credit Recovery*: There is a framework for 5th year students to complete graduation requirements and a credit recovery plan (with multiple pathways and options) offered to credit deficit students.

All core courses and Spanish (if necessary) are offered. Students meet frequently with their counselors (minimum of one meeting per year) to review grades and progress towards graduation. A credit recovery plan may be drafted as early as the 10th grade year or when needed for each individual student. A meeting with the student may be followed up with a parent meeting or contact with parents via phone.

- *English Learners*: All teachers of EL students implement core curriculum with appropriate supports using the CA ELD Standards as outlined in the CA ELD Framework, Features of Designated ELD and Features of Integrated ELD.
- *Special Needs/Academic Success*: Designated special education students will be provided extra support to reflect the needs outlined in the Individualized Education Program (“IEP”) and in all of their academic courses through one-on-one instruction, group support and guided instruction.
- *Enrichment Programs*: Students achieving above grade level will have an opportunity to excel through activities such as: differentiated instruction in the classroom, Honors classes, and electives (e.g., technology, drama, student leadership).
- *After School Program*: Afterschool programming is available for all students who wish to participate in academic support. Students who are not achieving a satisfactory grade within a particular class may be recommended to after school programs for additional support.
- *Office Hours*: Teachers hold office hours after school twice a week to provide students with additional support and tutoring for students who may want additional support in a subject area.

Social and Life Skills Development

Advisory Course

Ánimo Jackie Robinson will offer a variety of programs to ensure that the social and emotional needs of our students are met. We have built an Advisory course into the master schedule to serve as a level 1 intervention using the Multi-Tiered System of Supports. Using the MTSS model, all students receive the core literacy and math courses as their Tier 1 instruction. In addition to the core courses, students who need more intensive intervention (Tier 2) and support with a lower student-to-teacher ratio are provided with math and literacy interventions classes. If the student continues to struggle, the MTSS team will determine if there are specific individual interventions (Tier 3) necessary to address the student’s needs or if a referral to the Student Success Team is required.

Advisory serves two purposes: academic and social-emotional support. These classes are particularly important for the student population Green Dot serves as many of the students have had little exposure to rigorous academic programs and are not familiar with what it takes to get into college.

During Advisory, students will:

- Discuss issues related to the pressures of being a young adult in high school, including but not limited to: puberty, relationships, mental health, family, substance abuse, etc.;
- Receive support from their advisor and peers in preparing them for the entire academic trajectory (successfully navigating through high school and college);
- Be taught different study skill strategies, test-taking strategies, and communication tools that will enable them to succeed in their high school academic career. Students will also engage in projects where they learn about themselves, high school and college options;
- Be encouraged to learn about the college process as they are encouraged to think beyond high school in an effort to realize that the tools they gain today will be beneficial in the near future; and
- Learn 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 high school, students benefit from a familiar support system built into the school day. In order to assess the effectiveness of the Advisory course, students are provided feedback surveys. The high level of attention that Green Dot devotes to

developing such personalized, teacher-student relationships is best demonstrated through our School Stakeholder Surveys in which more than 75% of students across all Green Dot schools agreed or strongly agreed with the statement they would recommend Green Dot to others.

Clinical Services

Our Clinical Services team provides individual, group and family therapy to the students and families as necessary. The main purpose of our clinical services program is to address and eliminate barriers to learning from the mental health perspective. In addition, we provide crisis intervention, parent consultation, teacher consultation, and case management which include providing resources and referrals to outside agencies.

All services, which may include social and emotional counseling including small group and individual therapy, are provided or supervised by a licensed Marriage and Family Therapist or Licensed Clinical Social Worker. Additional degrees and credentials members of the Clinical Services team hold include Pupil Personnel Services credential, Masters in Social Work or Licensed Master Social Worker.

The Clinical Services team uses a referral process for students to receive services. Once students and parents have consented to services, students have a case manager that follows them through the process of services. Students are provided Child Development Inventory assessments along with other researched-based therapies. The Clinical Services team works with parents, staff, and students throughout the referral process to ensure they are aware of their options. Clinical Services provides a proactive approach to addressing the barriers of learning by utilizing prevention and wellness to enable our students to possess the necessary skills to navigate their academic and social skills.

Technology Integration in Academic Program

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

- All Green Dots schools have computing devices (e.g., desktops, laptops, Chromebooks) that are available for student use;
- Each teacher is provided with a laptop and given training on effectively using technology in the classroom;
- All students receive a Chromebook for individual learning and practice at home;
- Courses often include web-based research projects and assignments;
- Technology elective classes are included in the recommended curriculum to train students on computers and different software programs; and
- A web-based student information and school management system (PowerSchool) is implemented at Green Dot and is used by all schools.

To prepare students for the computer-based state standardized assessments and 21st century learning, Green Dot teachers are integrating key technology skills into their curriculum. Student access to computer based lessons and activities have increased with the transition to the Common Core State Standards. Ánimo Jackie Robinson has a 1:1 student to device ratio. Ánimo Jackie Robinson has access to online curriculum based software such as Read 180, I Ready for Math and Typing Club. Ánimo Jackie Robinson uses Google classroom and the suite of skills such as PowerPoint and G-mail.

Graduation Requirements

Green Dot Public Schools requires all students to earn a minimum of 240 credits to graduate from high school, which is the same as the UC/CSU A-G requirements.

The A- G courses are the default curriculum that guides the course of study for all students at Ánimo Jackie Robinson. Students who receive the grade of a D in an A- G course may receive the credit necessary for graduation, but will not be deemed A- G ready for the requirements for admission into the Cal State University or University of California system.

Minimum semester credits necessary to graduate and to be promoted to next grade level:

1. Graduation: 240 semester credits
2. From 9th to 10th: 60 semester credits
3. From 10th to 11th: 120 semester credits
4. From 11th to 12th: 180 semester credits

Meeting the Needs of All Students

Closing the Gap (Specific Goals for Providing and Ensuring Equal Access to Students Achieving Below Grade Level)

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

- Ánimo Jackie Robinson will assess all students after enrollment in the Summer Bridge Program to determine learning strengths and weaknesses, as well as overall proficiency in core subjects. Tests used may include the Read 180 Student Reading Inventory Diagnostic Test and Green Dot math diagnostics.
- Identified students are immediately enrolled in remediation programs to accelerate learning, such as Read 180 and System 44, which are standards-aligned computer-based programs for reading and math respectively.
- Low-achieving students are also provided remediation during the Summer Bridge program, Advisory, Literacy Enrichment/Intervention, Math Foundations, Special Needs/Academic Success and/or Guided Study (an after-school program for students who do not complete their homework or struggle with it).

Socio-Economically Disadvantaged Students

Ánimo Jackie Robinson aims to serve a socio-economically disadvantaged student population. According to CDE, 98% of students are socioeconomically disadvantaged. The Charter School’s academic program is inherently formulated to address the needs of these students. Administrators, teachers and counselors monitor students’ data and provide tailored supports to ensure students are on track to meet their goals. Specific intervention and enrichment programs include:

- **Summer Bridge:** Summer Bridge is a recommended multi-week summer program that acclimates students to the Ánimo Jackie Robinson culture of high school, high expectations and

the development of a trusting community. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and social-emotional supports, and staff will make the necessary adjustments to the master schedule to better accommodate them. Students receive standards-based instruction in Math and English Language Arts and are acclimated to the culture and expectations of a Green Dot school. The Summer Bridge program is an opportunity to learn about student's individual learning needs through a variety of assessments that will provide data for future placement in courses and adjustments in the master schedule. All students will be assessed to identify non-proficiency in standards and socio-emotional supports. In addition, students who have been identified as English learners or special needs may have additional assessments to assess their learning levels.

- **Literacy Intervention/Enrichment (Read 180):** Literacy Intervention/Enrichment is a standards-aligned program for reading that is provided to students who test low in reading. Typically, this course is given to students through an elective class or during Advisory.
- **Math Foundations:** Students who are struggling in Math (not proficient and/or recommended by their Math teachers) will receive an additional period of Math support, where their teacher and tutors will work on skill building through their current curriculum, as well as remediation strategies to strengthen skills in group tutorial and one-on-one formats.
- **College, Leadership and Life Framework:** The College, Leadership, and Life Framework is a flexible framework that was designed to provide a set of strengths that schools utilize to guide the development of students so that they may be successful in College, Leadership and Life. Although the framework is housed in the Advisory structure, it is an interdisciplinary tool that is leveraged in all of our other content areas throughout the school day.
- **Advanced Placement Courses:** Students will have the opportunity to take Advanced Placement courses as early as the 10th grade with courses being offered in History, English, Spanish and Science. (Courses offered each year are determined by student data and interest). These courses offer students at or above grade level to challenge themselves with the rigor of a college level course.
- **Electives Courses:** Students at or above grade level may have the opportunity for additional electives throughout the years at Ánimo Jackie Robinson. These courses may include additional exposure to the Arts, Drama, and Journalism.
- **Character Development in Advisory:** Advisors will consistently support students in developing characteristics of leadership, compassion, selflessness, stewardship, perseverance and hope for themselves and others. Through group bonding activities, students will trust their fellow advisees as a support network for their personal and social/emotional development.

Gifted and Talented Students and Students Achieving Above Grade Level

The curriculum at Ánimo Jackie Robinson will be focused on providing the appropriate differentiated instruction for different students of varying ability levels, including gifted or talented students. Students achieving above grade level will be identified through standardized test scores, nationally normed assessments such as Reading Inventory and i-Ready, teacher assessments and grades, and unit assessment data and through the Summer Bridge program. This data is monitored throughout the year to assess students' performance and inform future placement in Honors and AP classes. Students found to be achieving above grade level will have an opportunity to excel through differentiated instruction in the classroom and enrichment electives. 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.⁴¹ 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

⁴¹ "Education Organizations Call for Greater Attention to Gifted Learners in Middle Schools," National Association for Gifted Children, 30 July 2009

curriculum.⁴² Differentiated learning classrooms, may include AP, Honors or elective courses, professional development for these courses may be provided during the summer, as well as throughout the school year. Additional differentiation of professional development may take place during Department meetings. It is the responsibility of the principal to ensure that students identified as achieving above grade level are receiving the appropriate instruction.

Throughout their high school career, students found to be achieving above grade level will have an opportunity to excel through activities such as:

- Differentiated instruction in the classroom
- Honors classes
- Enrichment electives (e.g., technology, drama, student leadership)

Standard English Learners

Ánimo Jackie Robinson’s educational program successfully meets the needs of its diverse student population including standard English Learners. A focus on data allows the Charter School to individualize supports for students and provide appropriate intervention and acceleration. Furthermore, the small school model offers additional support and attention for students with a low student-to adult ratio. For all students including, standard English Learners, the school will aim to create a culturally responsive school that is rigorous and supportive. A standard English Learner will be supported through all three tiers of the Multi -Tier System of Supports with Social Emotional, Behavioral and Academic Intervention. They will have the support of an Advisory program to prepare them with the tools and behaviors to succeed in high school, college, leadership and life – covering topics such as: academic preparation, promotion of college awareness, developing strong peer relationships, developing life skills in areas such as resilience/grit, growth mindset, organization, communication, health/nutrition and personal finance.

Foster Youth

Ánimo Jackie Robinson’s educational program successfully meets the needs of its diverse student population including foster youth. A focus on data allows the Charter School to individualize supports for students and provide appropriate intervention and acceleration. All of the Charter School’s data is disaggregated by subgroup, including foster youth. Data is analyzed frequently by the principal and supported by the Home Office to provide additional supports to foster youth as needed. Furthermore, the small school model offers additional support and attention for students with a low student- to adult ratio. For our Foster Youth students, the Charter School will aim to create a school that is both rigorous and supportive acknowledging the needs of individual students with wraparound services to help address social and non-academic barriers to student learning including small group counseling and individual student counseling and connection to outside services. Students will also be supported through all three tiers of the Multi -Tier System of Supports with Social Emotional, Behavioral and Academic Intervention. They will have the support of an Advisory program to prepare them with the tools and behaviors to succeed in high school, college, leadership and life – covering topics such as: academic preparation, promotion of college awareness, developing strong peer relationships, developing life skills in areas such as resilience/grit, growth mindset, organization, communication, health/nutrition and personal finance.

⁴² 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).

English Learners

Ánimo Jackie Robinson will meet all applicable legal requirements for English Learners (“EL”) including long-term English learners or English Learners at risk of becoming long-term English Learners, as they pertain to the initial testing of students in their primary language and to the notification of annual testing results to parents. The home language survey will be given upon a student’s initial enrollment into Ánimo Jackie Robinson (on enrollment forms). Parents shall also be kept properly informed regarding student identification, placement, program options including ELD, teacher qualifications and training, reclassification to fluent English proficient status, our monitoring and evaluating program effectiveness, and standardized testing requirements. Each English Learner with disabilities will be assessed for English proficiency using accommodations and modifications as set out in the IEP or Section 504 plan. Ánimo Jackie Robinson will implement policies to assure proper placement, evaluation, and communication regarding ELs as well as the rights of students and parents.

EL Master Plan

Green Dot will be implementing its own EL Master Plan. The plan includes a five step process for the identification of English Learners including: 1) Initial Identification, 2) EL Proficiency Assessment, 3) Primary Language Assessment, 4) Parent Notification, and 5) Program Placement. Green Dot schools provide on-going training for administrators and teachers on the identification process.

EL students at Ánimo Jackie Robinson are served through a variety of programs designed to meet their needs. Ánimo Jackie Robinson EL students are enrolled in both designated ELD and integrated ELD courses. In Designated ELD courses ELs receive strategic language development support based on the CA ELD Standards. Additionally, ELs receive designated ELD instruction, guided by the ELD standards and designated principles, during a designated time within the block period. In each case, ELs will have full access and support with the core instruction. Where ELD is included in an ELA or Elective block, the classes are monitored to ensure ELD instruction is effectively implemented.

- Small group instruction: ELs are grouped by similar proficiency levels and receive targeted designated instruction driven by the ELD standards at a specific time within the block period.
- Push in or Pull out: A designated teacher, EL lead, or other qualified teacher is assigned to work with a small group of ELs during the core or elective course period either by pushing in or pulling out ELs for targeted designated instruction driven by the ELD standards.

ELs also receive integrated ELD support in all other content areas, in which instruction includes both a focus on content and CA ELD Standards to support ELs with English language proficiency across content areas. These programs are built into the individual school’s master schedule and take place within the school day. Ánimo Jackie Robinson works with the Green Dot Human Resources (HR) and Human Capital Departments to ensure appropriate staffing and authorizations for teachers in these courses.

The effectiveness of the Charter School’s EL program is monitored on an annual basis. Schools administer and review the data from Green Dot adopted and state mandated assessments. The data from these assessments are used for student placement in EL programs, the determination of which programs are needed at a particular school site, and reclassification. The data is reviewed by the EL teachers, English Department and school administration which makes recommendations to the District English Language Advisory Committee (DELAC) and School Advisory Council (SAC). The DELAC and SAC review data to inform programmatic and budgetary decisions each spring for the upcoming school year.

ELPAC Testing

All students who indicate that their home language is other than English shall be ELPAC tested within thirty days of initial enrollment and annually thereafter during the spring ELPAC Summative Window until re-designated as fluent English proficient.

The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- **Initial Assessment (“IA”)**
The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
- **Summative Assessment (“SA”)**
ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Ánimo Jackie Robinson shall notify all parents of ELPAC results within thirty days of receiving results from the publisher. A formal letter will be mailed to all students and, per request, a parent conference will be held to explain and/or clarify any pending questions about testing, courses offered, or reclassification.

Strategies for English Learner Instruction and Intervention

Ánimo Jackie Robinson teachers will be informed on the language level of their students and will work collaboratively to develop standards-aligned lessons that support English language development. Green Dot has invested in ELLevation, a data system to support progress monitoring and targeted intervention

for English Learners, Long-Term English Learners and students at risk of becoming Long-Term English Learners.

EL progress monitoring occurs several times a year as a collaboration between designated teachers, the EL lead, the administrator over EL, counselors and grade level teams. Designated teachers use student data to set goals and meet one-on-one with students to assess progress toward their goals three times a year. Students not meeting their goals will receive targeted or intensive interventions through support from the grade level team, the administrator over EL, the EL lead and/or counselor as needed. The same process will occur for students who are reclassified fluent English proficient (RFEP) for four years after reclassification. Teachers use student data to set goals and meet one-on-one with students to assess progress toward their goals two times a year.

Ánimo Jackie Robinson EL students will be placed in a Designated ELD class to provide ELD support driven by the ELD standards and the Green Dot Designated ELD principles. In addition, all teachers will be trained in SDAIE techniques, the Green Dot Integrated ELD principles and use the CA ELD Standards in conjunction with content standards to drive instruction. Professional development guides teachers in the use of ELPAC data to differentiate instruction based on the student's levels of language proficiency. Strategies include Precision and Productive Partnering, Kate Kinsella's Sentence Frames, and explicit language instruction in order to provide students with rigorous curriculum with appropriate supports so that they stay in the apprenticeship zone with high challenge and high support. The ELA/ELD framework support teachers to build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.⁴³ All teachers will have a CLAD certification or a California Commission on Teacher Credentialing recognized equivalent.

Sample Designated Course Options:

These courses for English language acquisition will be offered within the school day. Administrators will collaborate with teachers and counselors using student data to build a master schedule that meets the needs of students at all English Learner levels. Courses will be taught by a credentialed teacher and may include the following:

- Newcomer ELD
- ELD Read 180
- ELD Academic English Essentials (English 3D)
- ELD Advisory
- ELD Curriculum Skills
- ELD College Readiness

In order to ensure that students make adequate progress toward mastery of ELD standards, teachers will receive coaching from literacy specialists and/or ELD coordinators focused on the following designated ELD instructional principles:

- Intellectually challenging texts
- Differentiated scaffolding
- Language focus that amplifies content learning
- Specifically teaching language acquisition
- Engage in academic discourse for a variety of purposes

⁴³ California Department of Education (2014) Chapter 2, English Language Arts/English Language Development Framework for California Public Schools

- Facilitate interactive and engaging learning
- Students receive timely feedback on speaking and writing to develop skills
- Extended opportunities to practice in all four language domains

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

Guidelines for Reclassification

The ELPAC assesses student performance in the following areas: Listening, Speaking, Reading and Writing. In order to be reclassified as RFEP, students must meet the following criteria:

- 1) Earn an overall score of 4 on the ELPAC
- 2) Grade appropriate RI Score (see chart)
- 3) Teacher approval and/or earn a grade of C or higher in most recent English course
- 4) Parent or guardian must approve in writing, face-to-face meeting, or phone call

ELPAC Proficiency	RI Score	Teacher Evaluation	Parent Approval
Overall ELPAC Score of 4	Language proficient RI range: <i>Automatically qualifies for reclass</i> 6th ≥ 800 7th ≥ 850 8th ≥ 900 9th ≥ 925 10th-12th ≥ 950	<ul style="list-style-type: none"> Grade of C or better in ELA and Teacher Approval <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> Teacher may complete a teacher evaluation form to explain why student's grade is not due to language acquisition 	Yes
	Low RI range: <i>Requires teacher override to reclass</i> 6th: 650-799 7th: 650-849 8th: 650-899 9th: 750-924 10th-12th: 800-949	<ul style="list-style-type: none"> Grade of C or better in ELA <u>OR</u> Teacher may complete a teacher evaluation form to explain why student's grade is not due to language acquisition <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> Provide evidence for why the RI does not reflect language proficiency. 	

*Students who have an RI score **below the Low RI range** are not eligible for reclassification.

- 5) Reclassify Students as Fluent English Proficient.
 - Place dated reclassification form signed by the EL Administrator in the student's cumulative file.
 - Include all students reclassified in Spring 1 report with reclassification and EL updates by CALPADS certification deadlines.
- 6) Reclassify students throughout the year as new data becomes available. (Repeat Steps 1-5)
 - After fall ELPAC data is published
 - After spring ELPAC data is published
- 7) Monitor the academic progress of RFEP students for four years.
 - If a student scores Below Basic or Far Below Basic on SBAC, a Tier 1, 2, or 3 intervention is initiated as appropriate.
 - Evidence of quarterly monitoring is entered onto the Student Reclassification Form in the student cumulative file.
 - If a student is failing core academic classes, MTSS monitoring will be triggered.

LTEL Reclassification Process for Students with an IEP

If a student has an Individualized Education Program, and has been receiving instruction in ELD, reclassification must be addressed through an annual IEP or addendum meeting following the District procedures for reclassifying students with disabilities. English Learners who have IEPs may be eligible for Reclassification based on progress towards their ELD goals or through comparisons on assessments (RI, SBAC, Classroom) compared to their peers who have similar disabilities but are not designated as English Learners. The special education provider along with the IEP team will review all data relevant to this decision and will make a recommendation during the annual IEP meeting.

Special education providers will utilize the process below to determine if a Long-Term English Learner with an IEP is eligible for reclassification.

EL Progress Monitoring Process

- 1) Teachers assign a Progress Monitoring Form
- 2) Teachers make a recommendation for next steps, which may include:
 - a. Continue existing interventions
 - b. New or targeted interventions
 - c. Grade Level Team/Counselor interventions
 - d. Other
- 3) Based on recommendation, next steps may include:
 - a. Individual meeting with counselor/teacher
 - b. Grade level team meeting
 - c. Parent conference
 - d. Other

RFEP Progress Monitoring Process

- 1) Teachers receive an Exited RFEP Progress Monitoring Form
- 2) Teachers make a recommendation for next steps, which may include:
 - a. Continue existing interventions
 - b. New or targeted interventions
 - c. Grade Level Team/Counselor interventions
 - d. Other
- 3) Based on recommendation, next steps may include:
 - a. Individual meeting with counselor/teacher
 - b. Grade level team meeting
 - c. Parent conference
 - d. Other

Evaluating the Effectiveness of EL Program and Supports

At Green Dot Public Schools, we use the following metrics to evaluate the efficacy of our designated and integrated instructional programs:

- Lexile
- SBAC Data
- i-Ready Scale Score Data

- Attendance
- A-G Completion Rates
- Graduation Rates
- Newcomer ELD Program exit rates
- Reclassification rates

Any significant performance gaps between ELs and non ELs across designated and integrated courses are used to inform programmatic and instructional decisions. As a result, the ELD Team designs EL-specific professional development for all schools to support integrated teachers in teaching ELD standards and incorporating explicit language instruction. These professional development series are new each year and are responsive to the needs of our ELs and the results of instructional walkthroughs. Each school focuses on the following areas:

- ELD Standards and Language Criteria for Success
- ELPAC Testing and Reclassification
- Progress Monitoring of ELs, LTELs and RFEPs
- Programming and Placement
- DELAC and Parent Engagement
- Affirming EL Identity & Promoting Bilingualism
- Coordination of ELD Leadership and Compliance Folders

Multiple stakeholders have opportunities to evaluate and give feedback on the efficacy of EL Programs. During DELAC meetings, parents review and evaluate EL achievement data and give feedback on EL Program options and supports. Teachers engage in progress monitoring of ELs as a way to track both programs and classroom-based interventions and to collaborate with additional stakeholders when classroom interventions are not sufficient.

Academic Calendar and School Time

A school site committee determines the daily bell schedule that meets the needs of its students. The calendar committee is facilitated by an administrator and includes teachers who collaborate on decisions while ensuring the school calendar meets the minimum requirements for annual instructional minutes. Ánimo Jackie Robinson will have 183 student days and an additional 10 professional development days for all teachers. New teachers will also receive an additional 5 days, for a total of 15 professional development days. Notwithstanding the exception in the 2020-21 school year due to circumstances created by the COVID-19 pandemic, the State minimum requirement for annual instructional minutes for high schools is 64,800 and Ánimo Jackie Robinson will surpass the required number of minutes of instruction as set forth in Education Code 47612.5. Ánimo Jackie Robinson will require its pupils to be in attendance at the school site at least 80 percent of the minimum instructional time required pursuant to EC Sections 47612.5(a)(1) and 47612.5(e)(1). Students at-risk of not meeting the 80 percent requirement will be referred to the Student Attendance Review Team (SART). Students with absences (excused or unexcused) from a class period more than four times in a given semester will be referred to the SART for support with interventions. The SART aims to work with families to ensure that students comply with compulsory education laws. The SART is both a prevention and intervention tool that can be utilized to address trancies, excessive tardies, and excessive absences. The SART's duties include:

- Reviewing school-wide attendance data
- Creating prevention strategies to encourage consistent student attendance

- Identifying students struggling to meet attendance expectations
- Creating intervention plans for struggling students
- Monitoring progress of students on contracts
- Determining consequences for excessive absences, up to and including, loss of course credit or referral to the judicial system

If a student is absent from a class period for more than 15 days during the course of a semester, he/she may not receive credit in that course.

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

Sample Instructional Days and Minutes Calculator (Ánimo Jackie Robinson School Year 2021-22)

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
9	Yes	173	365	None	N/A	10	275	None	N/A	183	64800	65895	1095
10	Yes	173	365	None	N/A	10	275	None	N/A	183	64800	65895	1095
11	Yes	173	365	None	N/A	10	275	None	N/A	183	64800	65895	1095
12	Yes	173	365	None	N/A	10	275	None	N/A	183	64800	65895	1095

Ánimo Jackie Robinson's calendar for the 2021-22 school year is below. The first day of school will be Wednesday, August 11th. The last day of instruction is Monday, June 6th.

The figure displays a 4x3 grid of monthly calendars for the years 2021 and 2022. The months are arranged as follows:

- Row 1: JULY-JULIO 2021, AUGUST-AGOSTO 2021, SEPTEMBER-SEPTIEMBRE 2021, OCTOBER-OCTUBRE 2021
- Row 2: NOVEMBER-NOVIEMBRE 2021, DECEMBER-DICIEMBRE 2021, JANUARY-ENERO 2022, FEBRUARY-FEBRERO 2022
- Row 3: MARCH-MARZO 2022, APRIL-ABRIL 2022, MAY-MAYO 2022, JUNE-JUNIO 2022

Each calendar is a table with days of the week (S, M, T, W, TH, F, S) as columns and dates as rows. The dates are color-coded: yellow for regular days, green for the first week (days 1-7), and pink for the last week (days 24-31). The calendars for July, August, September, October, November, December, January, February, March, April, May, and June are shown. The days of the week are labeled S (Sunday), M (Monday), T (Tuesday), W (Wednesday), TH (Thursday), F (Friday), and S (Saturday).

Staff Professional Development/Preparación para Maestros	
Pupil Free Day/Día Sin Estudiantes	
New Teacher Meeting/Preparación para maestros	Jul 19, Jul 20, Jul 21, Jul 22, Jul 23
Green Dot Days/Día de Green Dot	Sep 15, Oct 20, Jan 10, Mar 23
Staff Development Days/Días de desarrollo para maestros	Aug 3, Aug 4, Aug 5, Aug 6, Aug 9, Aug 10
Holidays/Vacaciones	
Labor Day/Día de trabajo	Sep 6
Veteran's Day Holiday/Día de los veteranos	Nov 11
Fall Break	, Nov 22, Nov 23, Nov 24
Thanksgiving Holiday/Día de acción de gracias	Nov 25, Nov 26
Winter Break/Vacaciones de invierno	Dec 20, Dec 21, Dec 22, Dec 23, Dec 24, Dec 27, Dec 28, Dec 29, Dec 30, Dec 31
Dr. King's Birthday/Día del Dr. King	Jan 17
Presidents' Day/ Día de los presidentes	Feb 21
Spring Vacation/Vacaciones de primavera	Apr 11, Apr 12, Apr 13, Apr 14, Apr 15, Apr 18, Apr 19, Apr 20, Apr 21, Apr 22
Memorial Day/Día de Conmemoración	May 30
Minimum Days/Día Corto	
Finals	Dec 15, Dec 16, Dec 17, Jun 7, Jun 8, Jun 9
Important Dates/Fechas Importantes	
Quarter 1 Midterms	Oct 5 - 9
Quarter 3 Midterms	Mar 8 - 12
HS Collaboraton Dates	Nov 18 & Feb 10
MS Collaboration Dates	Nov 4 & Feb 10

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:15 AM Advisory	8:00 – 8:15 AM Advisory	8:15 – 9:05 AM Advisory	8:15 – 9:05 AM Advisory	8:00 – 9:00 AM Period 1

8:15 – 8:20 AM Passing	8:15 – 8:20 AM Passing	9:05 – 9:10 AM Passing	9:05 – 9:10 AM Passing	9:00 – 9:05 AM Passing
8:20 – 10:00 AM Period 1	8:20 – 10:00 AM Period 4	9:10 – 11:00 AM Period 1	9:10 – 11:00 AM Period 4	9:05 – 10:05 AM Period 2
10:00 – 10:10 AM Break	10:00 – 10:10 AM Break	11:00 – 11:05 AM Passing	11:00 – 11:05 AM Passing	10:05 – 10:10 AM Break
10:10 – 10:15 AM Passing	10:10 – 10:15 AM Passing	11:05 AM–12:55 PM Period 2	11:05 AM–12:55 PM Period 5	10:10 – 10:15 AM Passing
10:15 – 11:55 AM Period 2	10:15 – 11:55 AM Period 5	12:55 – 1:30 PM Lunch	12:55 – 1:30 PM Lunch	10:15 – 11:15 AM Period 3
11:55 AM–12:00 PM Passing	11:55 AM–12:00 PM Passing	1:30 – 1:35 Passing	1:30 – 1:35 Passing	11:15 – 11:20 AM Passing
12:00– 12:50 PM Advisory	12:00– 12:50 PM Advisory	1:35 – 3:10 PM Period 3	1:35 – 3:10 PM Period 6	11:20 – 12:25 PM Period 4
12:50 – 1:25 PM Lunch	12:50 – 1:25 PM Lunch			12:25 – 1:00 PM Lunch
1:25 – 1:30 PM Passing	1:25 – 1:30 PM Passing			1:00 – 1:05 PM Passing
1:30 – 3:10 PM Period 3	1:30 – 3:10 PM Period 6			1:05 – 2:05 PM Period 5
				2:05 – 2:10 PM Passing
				2:10 – 3:10 PM Period 6
<i>Total Instructional Minutes: 365</i>	<i>Total Instructional Minutes: 365</i>	<i>Total Instructional Minutes: 365</i>	<i>Total Instructional Minutes: 365</i>	<i>Total Instructional Minutes: 365</i>

Sample Minimum Day Schedule

MINIMUM DAY	
8:00 AM-8:55 AM	Advisory
8:55 AM-9:00 AM	Passing
9:00 AM-10:45 AM	Period 1/3/5
10:45 AM-11:15 AM	Brunch
11:15 AM-11:20 AM	Passing Period
11:20 AM-12:15 PM	Period 2/4/6
Total Instructional Minutes	275

Examples of Minimum days:

- Back to School Night: A minimum day may be provided to allow teachers additional preparation time for the evening event with parents.
- Finals: Minimum days may be provided during Finals at the end of each semester so that students will have additional time to study and prepare for assessments.

- Parent Conferences: Minimum days may be provided during parent conferences so that teachers may be available to meet with parents to discuss students' academic progress as needed.

Sample Master Schedule

The following master schedule shows how courses and teachers align with the daily schedule. Administrators and teachers may make adjustments to the Charter School's master schedule and add additional Green Dot-approved courses in order to meet the specific needs of their students.

9th Grade Master Schedule

TEACHER	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ELA	ENG 9	ENG 9	CONFERENCE	ENG 9	ENG 9	COMPOSITION
ELA	LIT INTERVENTION	LIT INTERVENTION	ENG 9	LIT INTERVENTION	CONFERENCE	ENG 9
MATH	ALGEBRA 1	CONFERENCE	ALGEBRA 1	MATH SUPPORT	MATH SUPPORT	ALGEBRA 1
MATH	MATH SUPPORT	MATH SUPPORT	MATH SUPPORT	ALGEBRA 1	ALGEBRA 1	CONFERENCE
SCIENCE	CONFERENCE	PHYSICS	PHYSICS	PHYSICS	PHYSICS	PHYSICS
PE	PE	PE	CONFERENCE	PE	PE	PE
RSP	ACAD SUC	ACAD SUC	SUPPORT	SUPPORT	SUPPORT	CONFERENCE
SDP						

10th Grade Master Schedule

TEACHER	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ELA	ENG 10	ENG 10	CONFERENCE	ENG 10	ENG 10	ENG 10
FOREIGN LANG	SPANISH N/NN	SPANISH N/NN	SPANISH N/NN	SPANISH N/NN	CONFERENCE	SPANISH N/NN
MATH	ALGEBRA 2	CONFERENCE	ALGEBRA 2	ALGEBRA 2	ALGEBRA 2	ALGEBRA 2
HISTORY	WORLD HISTORY	WORLD HISTORY	WORLD HISTORY	WORLD HISTORY	AP WORLD HISTORY	CONFERENCE
SCIENCE	CONFERENCE	BIOLOGY	BIOLOGY	BIOLOGY	BIOLOGY	BIOLOGY
Elective	ART	ART	CONFERENCE	ART	ART	ART
RSP	ACAD SUC	ACAD SUC	SUPPORT	SUPPORT	SUPPORT	CONFERENCE
SDP						

11th Grade Master Schedule

TEACHER	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ELA	ENG 11	ENG 11	CONFERENCE	ENG 11	ENG 11	AP ENG
FOREIGN LANG	SPANISH N/NN	SPANISH N/NN	SPANISH N/NN	SPANISH N/NN	CONFERENCE	AP SPANISH
MATH	GEOMETRY	CONFERENCE	GEOMETRY	GEOMETRY	GEOMETRY	GEOMETRY
HISTORY	US HISTORY	US HISTORY	US HISTORY	US HISTORY	US HISTORY	CONFERENCE
SCIENCE	CONFERENCE	CHEMISTRY	CHEMISTRY	CHEMISTRY	CHEMISTRY	CHEMISTRY
Elective	COMPOSITION/ JOURNALISM	COMPOSITION/ JOURNALISM	CONFERENCE	COMPOSITION/ JOURNALISM	COMPOSITION/ JOURNALISM	COMPOSITION/ JOURNALISM
RSP	ACAD SUC	ACAD SUC	SUPPORT	SUPPORT	SUPPORT	CONFERENCE
SDP						

12th Grade Master Schedule

TEACHER	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ELA	ENG 12	ENG 12	CONFERENCE	ENG 12	ENG 12	AP ENG
FOREIGN LANG	SPANISH N/NN	SPANISH N/NN	SPANISH N/NN	SPANISH N/NN	CONFERENCE	AP SPANISH
MATH	TRIG/ PRE- CAL/ CALCULUS	CONFERENCE	TRIG/ PRE- CAL/ CALCULUS	TRIG/ PRE- CAL/ CALCULUS	TRIG/ PRE- CAL/ CALCULUS	TRIG/ PRE- CAL/ CALCULUS
HISTORY	AP GOVT/ ECON	GOVT/ ECON	GOVT/ ECON	GOVT/ ECON	GOVT/ ECON	CONFERENCE
SCIENCE	CONFERENCE	ANAT/PHYSIOLOGY	ANAT/PHYSIOLOGY	ANAT/PHYSIOLOGY	ANAT/PHYSIOLOGY	AP BIOLOGY
Elective RSP	DRAMA	DRAMA	CONFERENCE	DRAMA	DRAMA	DRAMA
SDP	ACAD SUC	ACAD SUC	SUPPORT	SUPPORT	SUPPORT	CONFERENCE

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

Students begin arriving at school at 7:15 a.m. and are greeted by an Administrator and Campus Aide. The Charter School environment is a small, safe school that allows teachers and staff to provide individualized attention and prepare students for college, leadership and life.

Our master schedule is designed to meet the needs of our students. Our A-G curriculum and focus on the State standards provide a rigorous and well-rounded education. In order to ensure our students are successful, we have incorporated interventions into our daily schedule, including reading and math support, Read 180, and an Advisory course. Our Advisory course allows students to create a one-on-one relationship with their teacher and also is a conduit for college readiness, leadership development and overall youth development.

In each classroom, students will be taught by a highly effective teacher that will utilize a variety of instructional techniques to ensure students understand and master the material. Students will be grouped into heterogeneous classrooms where teachers utilize differentiated instruction. In addition, teachers will adopt concrete and actionable instructional techniques from Doug Lemov’s Teach Like a Champion that will enable them to focus on student engagement and student accountability for rigorous learning (e.g., No Opt Out, Right is Right, Cold Call, Everybody Writes). Teachers will be expected to use an appropriate mix of direct instruction, cooperative learning and individual student practice for all lessons. Teachers will facilitate collaborative learning environments where high expectations for academic performance are maintained and supported through the use of a variety of instructional strategies, scaffolding and explicit modeling.

Learning continues after the school bell rings through after-school enrichment programs, tutoring, student-run clubs, and competitive sports. Students may be hosting a performance. Parents may be hosting a parent meeting or attending “coffee with the principal” to hear updates about the Charter School, provide feedback and/or attend a parent education workshop.

Sample Student School Day

Time	Activity
7:30-8:00	I arrive at school and am greeted by my principal as I enter the campus. I head to the cafeteria to eat breakfast with my fellow students. At 7:55, the bell rings, and our group immediately heads to Advisory which starts at 8:00 a.m.
8:00 – 8:15	I love started the day with Advisory. It gives me a chance to check in with my Advisory teacher and plan out the week. This week, we’re learning about colleges on the east coast.
8:20– 10:00	Arriving at English class, my English teacher greets me with a “Good morning, Maria” and handshake. Last class, we worked in small groups focusing on the analysis of two literary texts. Today, we will participate in a Socratic Seminar to share our analysis and participate in peer and self –critique. As a 10 th grade student, I believe this class is preparing for me for an Advanced Placement class next year.

10:15 – 11:55	Math! It's definitely my hardest subject this year. I review the math "Do Now" on the whiteboard and begin to tackle the problem. After our class finishes the "Do Now", we complete independent practice on the math concepts we learned last week and share our responses to the class. I feel frustrated that I missed four out of the ten practice problems but make a note to myself to stop by my math teacher's office hours so I can work on this with her.
12:00 – 12:50	We start Advisory reading silently for twenty minutes. Afterwards, my advisory teacher takes us through Academic Consultancy. Once per week, we review our grades on PowerSchool to analyze any missing assignments and opportunities for improvement. I appreciate the time to catch up with my peers, especially in Math.
12:50 – 1:25	During lunch, I eat with my friends and talk about the upcoming field trip this weekend to Cal State University Northridge. I definitely need to find my counselor after school to make sure I get a permission slip.
1:30 – 3:10	It's finally time for my favorite class - Science! I've been working hard on my lab project so that my group is ready to display at the Science Fair. The Science Fair demonstrations are a part of Back to School Night so I am excited to get to share my work with others.
3:10 – 4:00	I walk to the after school program with my brother. After eating a snack, I work on my math homework with the tutor. When I get stuck, I get permission to walk back to my classroom and ask my math teacher who has office hours today. Around 4:00 p.m., I head home to enjoy some family time.

Sports, Clubs and Community Service Activities

Ánimo Jackie Robinson believes that co-curricular sports, clubs and community service activities are central to an effective education.

Sports

Depending on student interest and sufficient fundraising, we offer a variety of boys' and girls' sports. Sports are offered based on student interest and demand. Practice and game facilities are secured through partnerships with local parks, recreation centers, and in some cases, District facilities.

Clubs

Ánimo Jackie Robinson offers a variety of activities outside of the academic program. Depending on student interest and budgetary constraints, this may include Gay-Straight Alliance, Students Run LA (SRA LA), photography and other student-initiated activities. We take advantage of charter status flexibility in adjusting our schedule to allow these activities.

Professional Development

Teacher Recruitment Strategy

Green Dot does an extensive candidate search to find high quality teachers that share the same core values of meeting students' needs with a balance for high expectations. Green Dot does an extensive candidate search to find quality applicants from diverse populations to teach within our schools. Green Dot schools hire a diverse faculty composed of the best teachers available. We 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.

Green Dot has a multifaceted recruitment strategy that focuses on sourcing high quality new and experienced teachers. We attend job fairs and conferences, advertise nationally and locally and post open positions online. We focus recruiting efforts on collaboration with local universities and colleges, as well as like-minded organizations including, Loyola Marymount, California State University, Dominguez Hills, Pepperdine, and Teach for America. We contact top graduate and education programs in the country and publicize our California schools to experienced teachers via multiple social media platforms.

We recently launched our own intern program in partnership with Loyola Marymount called Adelante. Adelante is an alternate path to a single subject credential; our recruitment efforts for Adelante target Green Dot alumni and current employees working in other roles, and its coursework is largely directed by members of the Green Dot Educational Team. Additionally, we have an incentivized referral program where employees may recommend individuals for hiring consideration.

All teachers pass through Green Dot's rigorous and multi-step hiring and selection process. The process includes: 1) online application and credential check, 2) video interview, 3) lesson plan submission, 4) demonstration lesson and interview day at school and 5) reference and background checks.

Staff Selection Process

The principal is the main person running the school and Green Dot takes extensive care to select the most qualified and dedicated principal. Green Dot will use its extensive relationships with a number of universities and other channels for attaining high quality principals who possess a Tier I administrative credential. Historically, Green Dot has had pools of 40-100 candidates apply for the Green Dot principal positions. Additionally, Green Dot is developing leaders within its own organization (counselors and assistant principals) through Green Dot's Administrators-in-Residence Program.

The recruiting cycle typically occurs between November and July. The selection process should take an applicant approximately 6.5 weeks to complete and has six steps: online application screen, video interview, data assignment, panel interview with Area Superintendents, school-site/principal shadow, and school site community panel. The assistant principal hiring process is identical.

During its teacher selection process, Green Dot's Human Capital department will do the following:

- Research and establish job qualifications, including a list of position-specific criteria to be given to qualified applicants
- Announce openings
- Recruit applicants from a broad pool of applicants
- Request an application, resume, references, records of experiences, credentials, licenses, etc.
- Complete a video screen that measures teaching aptitude in an urban setting if applicants meet the Green Dot standard
- Complete an in-person competency assessment if applicants meet the Green Dot standard
- Complete a reference check if applicants meet the Green Dot standard
- Arrange that candidates be interviewed at the school site by stakeholders
- Have final teacher candidates teach a demonstration lesson that must be student-driven and exhibit a strong command of the subject area
- Ensure that all candidates pass TB, DOJ and FBI clearances

Like every other Green Dot school, Ánimo Jackie Robinson, during its classified staff selection process, will do the following:

- Work with Human Capital to determine necessary hires
- Announce openings
- Recruit applicants from a broad pool of applicants
- Request an application, resume, references, records of experiences, credentials, licenses, etc.
- Verify previous employment and check references of interviewed candidate(s)
- Verify TB and DOJ and FBI clearances

The principal is responsible for the ultimate hiring decision and for yearly review of all school-based employees.

Ongoing Professional Development

Professional development for teachers and school site leaders is a critical component of Green Dot's school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Incorporated into the daily routine at Ánimo Jackie Robinson, professional development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals. Our professional development is also standards based and incorporates CCSS in core subject areas.

Teacher Professional Development

Throughout the school year, teacher professional development activities at Ánimo Jackie Robinson will be based on the recommended practices of Green Dot, which may include:

- **Annual Training/Retreat:** An annual three to five day retreat for school staff to plan for the year and receive professional development.
- **Mid-year Retreat:** A full day retreat for school staff to evaluate progress, reflect, and adjust the school's plan for the final semester.
- **Weekly Staff Development:** A late start or early dismissal is provided each week so that a 90 minute professional development period is established. Staff development topics are based on the assessment of student needs and identifying areas of improvement as outlined in the school's annual strategic plan.
- **Weekly Staff Collaboration:** A late start or early dismissal is provided each week so that a 60 minute collaboration period is established. Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
- **Department Norming Days:** Department meeting to norm teaching practices.
- **Green Dot-wide Staff Development:** Green Dot-wide meeting of content teachers to share best practices.

Professional Development topics will vary depending on the school's focus, data from assessments and teacher needs. Professional Development may be differentiated for new or experienced teachers, by content area and/or grade level. Teachers that are new to a select course may receive additional Professional Development provided by the Green Dot Education Team. A common thread in all Professional Development is how to apply best practices and strategies to meet the needs of subgroups including English Learner and Special Education students. Topics may include any of the following: effective lesson planning, analyzing data to improve instruction, multiple forms of assessment, developing engaging curriculum and creating culturally relevant pedagogy.

Sample Teacher Professional Development Plan

Semester 1	<ul style="list-style-type: none"> ● New Teacher Training ● School Retreat ● Growth Mindset ● Thinking Maps & Follow-up ● Power School and Power Grader ● Safe & Civil ● Objectives Deep Dive ● Lesson Plan Analysis ● Data Driven Instruction Protocol ● Green Dot Common Assessment Program Data Review ● Buddy Observations
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	<ul style="list-style-type: none"> • ILT Walk Through • Literacy PD • Inquiry based learning PD • ELD instruction • Special Education • Mental health supports
<i>Semester 2</i>	<ul style="list-style-type: none"> • School Retreat • Semester 1 Recap • Interim Guiding Conference • Thinking Maps • Common Core Technology • Green Dot Common Assessment Program Data Review • Buddy Observations • ILT Walk Through • Safe & Civil • Parent Conferences • Green Dot Middle School Collaboration • Buddy Observations • SBAC Planning • Data and Strategic Plan Review • ELD instruction • Special Education • Mental health supports

Green Dot has an induction practice for its new and existing teachers through Summer Professional Development and New Teacher Professional Development. Summer Professional Development focuses on the following five areas:

- **Reviewing Data from the Previous Year:** Reviewing school, department and individual data
- **Curriculum and Professional Development:** Reviewing school's strategic plan, alignment to school-wide focus, and setting lesson plans
- **School Business:** Reviewing student policy manual and other compliance related topics
- **Teacher-Administrator Meetings:** One-on-one meetings between administrators and teachers
- **Planning:** Lesson planning, preparing syllabi and setting department goals

New Teacher Professional Development consists of the specialized trainings outlined below:

- **Summer Training:** New teachers are required to attend a mandatory 5-day training prior to the start of summer professional development.
- **Ongoing Workshops:** New teachers are required to participate in workshops that are aligned with the California Standards for the Teaching Profession, Green Dot's College Ready Teaching Framework, and Common Core State Standards. Topics include classroom management, creating a culture of high expectations in the classroom, best practices in lesson planning, etc.
- **Monthly Support and Development Meetings:** First and second year teachers participate in monthly support and development groups at their school site.

Administrator Professional Development

For administrators, a comprehensive professional development program is in place, which is facilitated by our team of Area Superintendents. Area Superintendents are responsible for the coaching and development of administrators, provide instructional and school culture support and analyze data to inform school goals and priorities. Professional Development activities include the following:

- **Coaching:** Area Superintendents provide individualized coaching sessions for each school site administrative team twice a month. These coaching sessions are focused on the supervision of instruction, data analysis and problem solving. Principals receive additional one-on-one coaching twice a month to focus on their development and appropriate support of their Assistant Principals.
- **Principal Teams Meeting:** Area Superintendents facilitate a Principal Teams Meeting at a selected school each month. During this time, the host principal provides a focus question for the session centered on instruction or school culture. Principals walk through classrooms with this focus question in mind and provide the host principal with feedback about this focus question. These sessions help principals share ideas with regards to the supervision of instruction and the development of school culture and Principals to generate next steps to be taken at their school sites as a result of what they see at the host school. Area Superintendents will follow up with each leader that attends the Principal Teams Meeting in their biweekly coaching sessions to reflect upon their participation in the Principal Teams Meeting, lessons learned and applicable next steps for their school site.
- **95/5 Sessions:** Based on the belief that principals should spend 95% of their time on site providing instructional leadership and 5% of their time offsite in their own professional learning hosted by Green Dot's Education Team. 95/5 is a full-day professional development session for principals and assistant principals once a month. These sessions are focused on the strategic plan developed by the Area Superintendents as they determine the most relevant focus areas based on their coaching sessions. Area Superintendents will follow up with each leader in their biweekly coaching sessions to reflect upon their participation in the 95/5 and applicable next steps for their school site.
- **Principals Retreat:** Two day retreat for all Principals, Assistant Principals and Administrators-in-Residence. The retreat allows Principals to reflect, evaluate progress and share promising practices.
- **Administrator-in-Residence Program:** One-year on-the-job training program for new school leaders with an emphasis on instructional leadership, resource management, people management, community leadership and problem-solving.

Dissemination of Practice

Green Dot and Ánimo Jackie Robinson are committed to collaborating closely with LAUSD and other schools in order to share promising practices and learn from each other. Ánimo Jackie Robinson will share practices with LAUSD in the following areas: effective teacher performance evaluation and student assessment systems, responsible parent and student involvement in school, and narrowing the achievement gap among students of various backgrounds.

Ánimo Jackie Robinson intends to have both formal and informal interactions and communications with the District and with other schools in order to foster learning and sharing. Ánimo Jackie Robinson plans to attend the annual charter school conferences/meetings, participate in the Charter Collaborative, host regular school visits, share relevant materials and communicate electronically on an ongoing basis.

Because Green Dot has a network of charter schools, LAUSD will benefit even further because Green Dot can disseminate best practices not only from Ánimo Jackie Robinson but also from Green Dot's other charter schools.

Element 2: Measurable Pupil Outcomes and Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Measurable Student Outcomes (The extent to which all pupils demonstrate attainment of the skills, knowledge, and attitudes specified as goals in the school’s educational program)

Ánimo Jackie Robinson is using the same model as Green Dot’s other charter schools, all of which aim to outperform comparable public schools and similar resident schools on key performance metrics, including CAASPP performance, graduation rates, A-G completion and performance on the California Department of Education Dashboard. Green Dot expects Ánimo Jackie Robinson to perform at similar levels as other Green Dot schools. As described previously, Ánimo Jackie Robinson expects to graduate students who will be prepared for college, leadership and life.

Ánimo Jackie Robinson students will be:

College-Directed Learners <ul style="list-style-type: none"> • Able to think critically and analytically to understand complex concepts across the curriculum • Meeting A-G requirements and prepared 	Cultural Learners <ul style="list-style-type: none"> • Aware of cultural differences, unique group histories and diverse perspectives • Exposed to world languages and able to understand the dynamics of language and
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<p>for college</p> <ul style="list-style-type: none"> • Knowledgeable of college requirements and the application process • Knowledgeable of career field choices and educational pathways 	<p>culture</p> <ul style="list-style-type: none"> • Able to communicate with sensitivity within and across diverse communities
<p>Innovative Leaders</p> <ul style="list-style-type: none"> • Able to model ethical behavior through involvement in school functions, clubs and committees • Able to contribute to the success of individuals and their community through voluntary service • Effective oral communicators in distinct situations • Informed participants in the democratic process 	<p>Life-Long Learners</p> <ul style="list-style-type: none"> • Responsible, mature decision-makers • Goal-oriented in their personal pursuits • Able to integrate multiple uses of technology, including emerging technologies • Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community

School's Annual Goals and Description of Specific Actions to Achieve Each Goal

Refer to “Element 1: The Educational Program” for goals related to the Eight State Priorities as identified in Education Code 52060(d) and the actions Ánimo Jackie Robinson will take to achieve these goals. Ánimo Jackie Robinson shall adopt any templates required by the State Board of Education in developing its LCAP.

Measuring Pupil Outcomes: Student Assessments

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

- **Placement exams:** All incoming enrolled students are given placement exams in order to determine proficiency levels in math and reading. Placement exams are administered during an orientation day in the spring, summer bridge or shortly after a student enrolls for those who do not participate in summer bridge. Comparable tests are given at the end of the year to measure progress. The ELPAC exam is administered within the first 30 days of enrollment to any student who speaks a language other than English to determine English language proficiency. The ELPAC is also administered in the spring to all students classified as English learners until students are designated English fluent and reclassified.
- **State-Required Standardized Tests:** All state-required tests are given and analyzed closely. 8th grade scores for incoming 9th grade students are gathered after enrollment so that data can inform instructional practice.
- **Green Dot Common Assessment Program:** Green Dot schools will use quarterly assessments (benchmarks) to assess student mastery of standards, norm teaching practices across schools, and drive teacher reflection and improvement of practice. These assessments may be developed internally or may be developed by nationally-normed assessment providers such as: Glencoe and

Carnegie Learning. Assessment vendors are subject to change based on recommendations and annual reviews conducted by the Green Dot Education Team.

- **Green Dot Required Assessments:** Students in all grades will be given the Reading Inventory to measure Lexile growth three times per year. The iReady assessment will be given to all students to measure Quantile growth twice per year. These metrics will monitor growth for 9th and 10th grade students in reading and math in absence of a state required assessment.
- **Traditional Classroom Assessments:** Quizzes, essays, projects and exams are delivered regularly in classes.
- **Other Assessments:** Students are also measured regularly in non-curricular areas such as class attendance and discipline.

These assessments will be used to evaluate student progress and modify instruction for both individuals and groups of students. Data analysis will be supported by the school site administrative team and Green Dot's Education Team (Area Superintendent and Content Area Coaches).

Measuring Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities (school-wide and for applicable subgroups)

Ánimo Jackie Robinson established targets for ELA and Math on the SBAC Common Core assessment from baseline data received from the 2016-17 administration of the test and will be reviewed annually as new data is available. LCAP goals and targets may be adjusted based on the school's annual update and reflection on prior year academic achievement. Ánimo Jackie Robinson will strive to achieve targets and expects to be held to the same accountability standards as District schools.

Measuring Progress Towards Outcomes: Formative Assessment

All students will be held accountable to the State Standards and supported to reach the Green Dot objectives for performance. Ánimo Jackie Robinson will use quarterly assessments aligned to benchmark student progress in core areas including English, Math, Science and History. This program includes pacing guides, exams, data reports and analysis of student scores. Student data will be analyzed by subgroup to monitor the achievement of African American students, English Language Learners, and Special Education students. The school will monitor subgroup data after each assessment and provide appropriate intervention and resources for students as needed. The goals of the program are listed below:

- Provide the ability for schools to track individual student progress
- Create common assessment tools across the organization that allow teachers to use common data to inform instruction
- Create the opportunity for collaboration amongst teachers so that best practices can be shared across the organization
- Provide multiple opportunities for students to get accustomed to standardized testing

Assessment Tools

Subject Area	Aligned State Standards	Assessment	Time(s) Given
English Language Arts	- Student will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works	Reading Inventory * (formative and summative)	Summer Bridge & 3 times per year
		Green Dot Common Assessment (quarter)	Quarterly
		Timed Writing (formative & summative)	2 times per year

		ELA SBAC (summative)	Spring
English Language Development	- Students will gain increasing control of the ability to understand, speak, read and write in English	Home Language Survey (formative)	Summer Bridge
		ELPAC Initial (formative)	Summer Bridge or within 30 days of first US school enrollment
		ELPAC Summative	Spring
		Green Dot EL Language Proficiency Benchmark Assessment (formative)	Fall
		EDGE* (formative & summative)	Throughout school year
History/ Social Science	- Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view - Students will demonstrate an understanding of Ancient Civilizations, Medieval and Early Modern Times and American History	Green Dot Common Assessment (quarter)	Quarterly
		Glencoe* History / Teacher Created Tests (formative)	Throughout school year
Mathematics	- Students will master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers - Students will understand the concepts of mean, median, and mode of data sets and demonstrate ability to analyze data - Students conceptually understand and work with ratios and proportions - Students will demonstrate ability to manipulate numbers and equations - Students will make conversions between different units of measurement - Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations	Green Dot Math Diagnostic (formative)	Summer Bridge
		iReady Assessment (formative and summative)	2 times per year
		Green Dot Common Assessment (quarter)	Quarterly
		Illustrative Math/Teacher Created Tests (formative)	Throughout school year
		Math SBAC (summative)	Spring
Science	- Students will demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology	Green Dot Common Assessment (quarter)	Quarterly
		California Science Test (CAST) summative)	Spring
		Teacher Created Tests (formative)	Throughout school year
Physical Education	Students will demonstrate fitness levels in 6 core areas to assess personal fitness and	Physical Fitness Test	Spring

	establish goals for lifetime habits of regular physical activity		
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*Assessment vendors subject to change based on recommendations and annual reviews conducted by the Green Dot Education Team.

Ánimo Jackie Robinson agrees to the following:

- All teachers must administer interim assessments.
- Teachers must give the assessment by the scan deadline.
- All teachers will participate in collaboration days to share reflections on their data and collaborate on next steps for unit planning.
- Ánimo Jackie Robinson administrators must help teachers devise a plan for sharing interim data with students and parents.
- Ánimo Jackie Robinson administrators must monitor the implementation of next steps devised by teachers after assessment is received.

In addition to passing the required number of courses appropriately distributed, graduating students complete a capstone 12th grade project that demands evidence of student learning for their four years of education at Ánimo Jackie Robinson, demonstrating their proficiency in the goals we have set for students, which include:

- Ability to show leadership in the community setting
- Demonstration of problem-solving skills
- Showing respect for differences among people and cultures
- Confidence in academic ability and interpersonal relations
- Evidence of working cooperatively and negotiating effectively with others

This is designed to be an open-ended project in which students are given flexibility in their choice of activities for the capstone project, and we envision that students will complete this assignment with creativity and enthusiasm measuring their growth on schoolwide learning outcomes. By the end of their 12th grade year, such students will present a portfolio documenting their learning growth and acquisition of skills such as:

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

Data Analysis and Reporting

The achievement of Ánimo Jackie Robinson will be measured in both growth and absolute measures and will be compared to the achievement of LAUSD Resident schools that are similar in demographics and other characteristics (e.g., proximity to school, incoming student performance). Additionally, Ánimo Jackie Robinson will analyze the school's academic performance by using publicly available data to compare the academic achievement of its students to the academic achievement of comparison District schools, and ensure that Ánimo Jackie Robinson is also serving similar demographic characteristics as LAUSD neighborhood schools. The school will monitor the California Department of Education's California School Dashboard as information becomes available regarding measurable outcomes for all indicators, including the college and career state indicator. Ánimo Jackie Robinson will also evaluate itself based on the criteria used in law and by the Charter Schools Division.

Role of Data to Monitor and Improve the Academic Program

College-prep, rigorous assessments that are aligned to the State Standards will be provided to all Ánimo Jackie Robinson students. Teachers will be trained to use the Backwards Design Model for developing instructional units. This model requires teachers to use the state standards and Common Core standards as a starting point for curriculum development. By adhering to this model, Ánimo Jackie Robinson will ensure that student report card grades measure the level of student mastery of the standards. Teachers will also use student achievement results on assessments to determine areas for re-teaching. Teachers will meet at least once a semester to examine student work using protocols to assess student levels of proficiency with regards to standards. Teachers will use student performance on weekly and quarterly assessments to guide their planning and instruction.

Ánimo Jackie Robinson will rely heavily on data collected from assessments to personalize learning for each student and to ensure proper placement in classes. Incoming 6th graders take placement exams (one in reading, and one in math) during the summer. The reading test is the Reading Inventory and this test determines a student's lexile level so that Ánimo Jackie Robinson can determine which students are reading at an Advanced, Basic, Below Basic, or Far Below Basic level. Students who score Basic, Below Basic, or Far Below Basic on the reading assessments are placed in a year-long Read 180 course to support them in language arts. The math test is the iReady assessment used to determine math proficiency. The math test is the iReady assessment used to determine math proficiency. Students who score On Level, One Level Below, or Two or More Levels Below on the math assessments may be placed in a course specially designed to support them in their math classes.

Ánimo Jackie Robinson staff will also use data from state assessments, diagnostic assessment (e.g. RI and iReady) and classroom assessments on a quarterly basis to inform instruction and student placement. Ánimo Jackie Robinson will use all of these indicators to monitor student growth and school progress. Teacher recommendations of student performance the prior year may contribute to the placement of students. Should a parent or student question their academic placement in a course, a parent conference will be held to review applicable data with an administrator, counselor and/or teacher. The staff will analyze student achievement data to determine the areas of highest need and to develop specific goals and steps to be taken to increase student achievement. Each department will set goals at the beginning of each year to determine steps to be taken to achieve the goals. The department then establishes steps to take, including resources to be used, to help them reach this goal. In addition, the review of student grades each quarter leads to discussions about the types of assessments each teacher uses as well as the ways in which teachers are grading. Administrators may provide professional development for the whole school or individual departments on grading practice based on needs. Administrators may audit gradebooks on a bi-weekly basis to assess teachers grading practices and provide support as needed.

Student achievement and assessments will also be discussed during department meetings and grade level meetings. The master schedule aims to provide all teachers in a department with a common planning period so they can meet weekly to collaborate. Additionally, departments/grade levels will meet on early release Fridays to discuss progress towards department goals and curriculum pathways. Each grade level will function as a Student Success Team that collaborates to develop individualized intervention plans for struggling students and/or high achieving students in need of a challenge. Administrators, counselors, teachers, parent and clinical services personnel will also be invited to participate in the Student Success Teams to ensure students are receiving the support they need to be successful.

Green Dot believes a critical piece to student success is a student's ability to assess his/her own work against set standards. "Plan, Do, Study, and Act" are the steps used by staff when creating unit plans and daily lesson plans. This technique is founded on the notion that teachers must clearly define what they expect students to learn if students are to achieve at high levels. Students must have visible targets for work, be able to evaluate their own work, and set goals for their own effort. Ánimo Jackie Robinson uses the College Reading Teaching Framework to facilitate success of student self-assessment.

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

The philosophy of Ánimo Jackie Robinson, Green Dot schools, Green Dot board members, and community stakeholders is that we will work together to set specific and measurable goals to ensure that all Green Dot schools meet their obligations with regard to student performance and school operations in order to support ongoing learning and improvement. Goals and objectives to ensure that students meet statewide standards for academic performance will involve the following four-step process—Plan, Do, Study, Act.

- **PLAN: Setting measurable standards and goals:** Staff has identified what students should know (content standards) and what they should be able to do (performance standards) in all learning areas at critical points in their education. Steps in this process include: reviewing the school's mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that students will demonstrate in each subject area, grade, or skill level.
- **DO: Linking standards to curriculum and assessment:** Standards, curriculum, and assessment are aligned with each other, with state guidelines, and with the school's educational goals. Professional development includes training in the use of data-driven decision making, and educators review the alignment of assessment and curriculum with the state content standards at least twice a year.
- **STUDY: Measuring student performance and monitoring progress toward goals:** Progress is objectively measured by the annual statewide assessments for each grade. Classroom teachers may also measure achievement using the interim benchmark assessments and classroom performance assessments. Progress is communicated to parents on a regular basis. Progress reports are issued quarterly and parents have daily access to student grades on PowerSchool.
- **ACT: Using the data to identify strengths and areas of improvement:** Staff will set baseline expectations for incoming students (e.g., information from previous assessments), recommend additional support if needed, administer all assessments, including school, district, and state-required testing (e.g., state-required tests, proficiency tests), develop evaluative comparisons with similar populations using disaggregated data, set priorities for professional development, and assist with the allocation of resources.

In addition, Ánimo Jackie Robinson has a performance dashboard developed by Green Dot in order to measure the performance of all stakeholders in the school. The scorecard includes teacher, parent and student surveys, which are part of the matrix shown below. Communication of these outcomes will include student self-reflection activities integrated into classroom instruction post-assessment. Teacher reflection and analysis of data in professional development will be integrated into the year-long professional development calendar. Communication to parents may be in large group settings such as parent workshops or open forums. Individual communication to parents will come in the form of progress reports, grade reports, parent conferences and school letters.

Matrix of Evidence to Improve Pupil Learning

	Measure	Analyze	Develop Action Plan and Set Goals
Students	<ul style="list-style-type: none"> • State Tests • Classroom Projects and Grades • Attendance • Retention Rate⁴⁴ • Disciplinary Actions 	<ul style="list-style-type: none"> • Compare with similar schools and to all California schools • Identify root causes of performance increases or decreases in each area 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets for next academic year • Improvement required annually

⁴⁴ Retention rate is defined as year over year cohort retention of students, or how many students are electing to return each year.

Teachers	<ul style="list-style-type: none"> Teacher Performance Evaluations Student Performance in Individual Classes Teacher Satisfaction Surveys from Students Teacher Retention 	<ul style="list-style-type: none"> Identify strengths & opportunity areas for each teacher Compare with previous scorecards Analyze “life cycle of teachers” to identify breakdowns (recruiting, staff development, etc.) 	<ul style="list-style-type: none"> Create plan for improvement in low performing areas Set targets for next academic year
Parents	<ul style="list-style-type: none"> Attendance at School Parent Meetings 	<ul style="list-style-type: none"> Compare with previous years and across Green Dot Identify internal and external forces affecting performance 	<ul style="list-style-type: none"> Create plan for improvement in low performing areas Set targets for next academic year
Principal / Admin.	<ul style="list-style-type: none"> Student Performance Student Satisfaction Teacher Performance Teacher Satisfaction Fiscal Management Parent Satisfaction Area Superintendent Evaluation 	<ul style="list-style-type: none"> Compare with previous years, across Green Dot & similar schools 	<ul style="list-style-type: none"> Create plan for improvement in low performing areas Set targets for next academic year
Green Dot Management	<ul style="list-style-type: none"> Academic Performance at Individual Schools Staff Performance and Retention Organizational Culture Operations and Fiscal Management 	<ul style="list-style-type: none"> Compare with previous years and targets set by Board 	<ul style="list-style-type: none"> Create plan for improvement in low performing areas Set targets with Board for next academic year

Identification of Who will be Accountable for Student Progress

Green Dot’s governing board will hold the principal of Ánimo Jackie Robinson ultimately accountable for the success of the school and student performance. By implementing the Green Dot school model, the Ánimo Jackie Robinson staff will be data-driven, results-oriented and accountable for student progress in the classroom. The culture at Ánimo Jackie Robinson will be based upon constant reflection and improvement.

Green Dot’s education team conducts program reviews annually with each school where academic and cultural outcomes are assessed and a strategic plan is put in place to ensure targets will be met. Green Dot uses student performance data as a cornerstone of its management of its schools and provides extensive development to school leadership and staff so that each school will consistently improve and surpass the goals outlined within its charter petition. The Green Dot program review includes an analysis of relevant data related to the Green Dot model. Specific cultural outcomes include an analysis of stakeholder data including teacher and counselor surveys, student surveys, and parent / family surveys. An analysis of staff stability, student discipline and safety data, attendance, and teacher effectiveness provide an overall assessment of both student and staff culture.

Grading, Progress Reporting and Promotion/Retention

Ánimo Jackie Robinson is committed to providing a standards-based education for each of its students, and exhausting our resources to provide academic intervention to support achievement at or beyond proficiency for all students.

Grading

Green Dot requires that all of its teachers publish a grading policy for each course. Teachers publish course grading policies in each course's syllabus and review the grading policy with the school site principal for approval. Ánimo Jackie Robinson's Principal will work with teachers and departments to align grading policies across the school site. Rubrics for individual assignments may vary by teacher, department or school site. Grading weights and/or percentages may be established by school-wide or by individual departments to reflect departmental priorities (e.g. Laboratory experiments, writing assignments, etc.). Each school and course generally adheres to the following standard grading policy:

- 1) Students are given letter grades for assignments
 - A = superior work, the student consistently excels in quality of work
 - B = above average work, the student maintains a good standard of work
 - C = average work, the students does expected work at a moderate level of achievement
 - 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.
 - F = student does not meet minimum requirements; no credit is given.
 - 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".
- 2) Courses typically assign a percentage of a student's total course grade to each of the following categories: homework, quizzes, mid-terms, finals, and class projects. A "typical" class will assign 15% of the total course grade to homework, 20% to quizzes, 20% to midterms, 30% to final exams, and 15% to class projects such as portfolios, presentations, or other authentic assessments.

Parent Communications

Parent-Student-Teacher Conferences

Green Dot Public Schools commits to good communication between home and school. When a student experiences academic difficulties, a parent conference (a meeting with parents/guardians and an administrator or team of teachers) is scheduled with the student to identify areas of difficulty and possible strategies for remediation. An action plan that aims to meet the needs of the students will be formulated at that meeting.

Progress Reports

Progress reports will be mailed home at the end of the first and third quarter. Progress reports are not final and indicate a student's performance to-date in the semester.

Report Cards

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 transcript.

Promotion/Graduation and Retention

High school students (grades 9 - 12) are required to participate in the educational and academic classes offered in the areas of English, Reading, Mathematics, Science, History, and electives. The Green Dot promotion policy ensures that each child is prepared to progress successfully through high school based on completion of course credits that will prepare them for success in college, leadership and life.

Student credits determine a student's progress towards the next grade level at the high school level. Students who do not have the appropriate number of credits may not be 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. On-going communication with parents via conferences, progress reports, and report cards would provide initial notification of concerns with student academic performance. If a school is going to retain a student, a conference will be held with the Principal, counselor, student and parent to ensure due process and clear supports are in place for improving student outcomes. The school considers multiple measures such as attendance, course grades, academic data, and age/maturity.

The following criteria will be considered for promotion:

- 1) Attendance – a student with excessive absences may lose credit per the School Attendance Review Team
- 2) Course Grades – a reflection of student mastery of grade level standards

Counselors are available for individual meetings with parents as requested and often hold grade level parent meetings to update parents and students on key information for a specific year of their high school experience. Counselors support the academic consultancy protocol led by teachers in Advisory class which empowers students to monitor their individual academic progress in current classes and overall graduation requirements. Increased communication in Grade 11 and 12 provide parents and students with notification of graduation tracking and the need for additional supports to meet requirements. A parent conference will be held before any determination of retention.

Element 4: Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity

standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with

any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

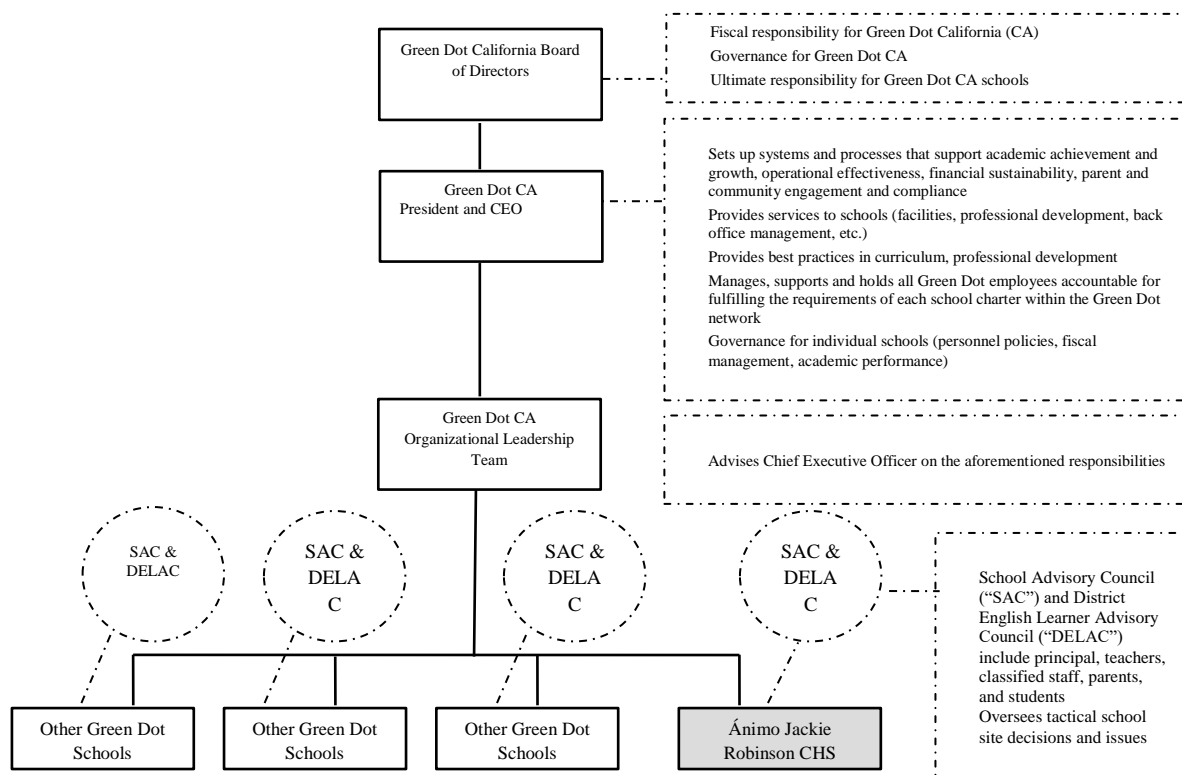
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter

School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Nonprofit Public Benefit Corporation

Ánimo Jackie Robinson is an independent charter school operated by Green Dot Public Schools California (“Green Dot California”), a nonprofit public benefit corporation as defined per Education Code section 47604. Green Dot California is governed by the Green Dot California’s Board of Directors (“Board” or “California Board” or “California Board of Directors”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. Ultimate responsibility for the governance of Ánimo Jackie Robinson will rest with the Green Dot California Board of Directors.

Green Dot Governing Structure



Green Dot California Board Membership

The Green Dot California Board frequently discusses additions to its membership based on the need to add expertise and/or balance representation of the communities served by Ánimo Jackie Robinson and other Green Dot California schools. Prospective Board members meet with the President and Chief Executive Officer and Board President before being invited to join the Board of Directors. All prospective Board members are required to visit a Green Dot California school and observe a Board meeting prior to being nominated. The California Board is a self-perpetuating board. California Board members are elected or re-elected at an annual, regular or special meeting of the California Board. Once a person is nominated for election to the California Board, the California Board undergoes a thorough review process including reviewing the nominee's professional background, community involvement, and commitment to Green Dot's mission. The California Board then votes to elect the nominee. Unless a California Board member dies, resigns or is removed from office by action of the California Board, each California Board member generally holds office for a term expiring on the second 31st day of December occurring after the date the California Board member takes office and, if the California Board member's office otherwise would become vacant, thereafter until the California Board member's successor is elected. The California Board may provide that the initial term of a California Board member expires on the first 31st day of December occurring after the date the California Board member takes office to provide for staggered expiration of the terms of California Board members. After an initial term, California Board members generally are up for reelection every two years. The National Board is not involved in the vetting, designation, appointment, or selection of California Board members. The National Board can, by majority vote of the quorum needed to transact business, elect to remove a California Board member if it deems that the California Board member fails to uphold the values of the Green Dot organization as

outlined in the intellectual property license agreement. The California Board, by a majority vote of the California Board members then in office, may remove a California Board member with the written consent of the National Board. In addition, the California Board, by resolution, may declare vacant the office of a California Board member who has been declared of unsound mind by an order of court, or who has been convicted of a felony, or who has been found by final order or judgment of any court to have breached a duty under Part 2, Chapter 2, Article 3 of the California Nonprofit Corporation Law.

California Board Authority

The California Board's governance responsibilities include, but are not limited to, the following activities which may be accomplished either through empowering and supporting management or accomplished directly by the Board (as described below):

- Uphold the provisions of the charter;
- Set Green Dot's strategic direction;
- Ensure financial sustainability by approving the organizational budget and each campus' budget as well as monitor the budget regularly;
- Monitor and manage academic and operational performance of each Green Dot school;
- Hire and manage school leaders, teachers and other staff;
- Provide supports and interventions to schools to support schools in achieving performance goals;
- Review and approve the annual audit;
- Set and approve major school policies;
- Conduct student expulsion and employee termination appeals;
- Maintain Board operations;
- Provide consultation in areas of expertise – legal, real estate, finance, public and media relations, education, community engagement, legislation, government relations and labor relations;
- Nominate and elect Board members;
- Support in fundraising efforts;
- Act as an ambassador for Green Dot and promote awareness of the organization and its successes with community leaders, funders and influencers; and
- Contract out work and take action on any matter in the event of an emergency, consistent with any limitations.

The California Board may initiate and carry on any program or activity, or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law, and which is not in conflict with the purposes for which public schools are established. The California Board may execute any powers delegated to it by law, and shall discharge any duty imposed upon it by law, and may delegate to the California President and Chief Executive Officer and/or the Chief Academic Officer, any of those duties, as permitted by law and the Board's Bylaws. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will: be in writing; specify the appropriate entity or persons (including, but not limited to, Green Dot's Organizational Leadership Team ("OLT") members) designated by the Board; describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of California Board members at a meeting compliant with the Brown Act. The National Board has no powers or responsibilities to govern Green Dot California's operations, and the California Board has not delegated any such power or responsibility to the National Board.

Board Meetings

The entire California Board meets at least on a quarterly basis. The Executive Committee of the Board meets four times a year and the Audit Committee meets as needed to support the preparation of the audit.

All Board meetings are open to the public and held consistent with the Brown Act and applicable provisions of Education Code Section 47604.1. Board meetings and committee meetings are held at Green Dot California's offices at 1149 S. Hill Street, Suite 600, Los Angeles, California. A two-way teleconference location shall be established at each school site, including the Charter School. Meeting notices and agendas will be made available and posted to the public prior to Board meetings (both on the Green Dot website and physically in schools' main offices). For all regularly scheduled meetings, an agenda will be posted at least 72 hours in advance at location(s) as required by the Brown Act. Board meetings shall affirm the spirit of the Brown Act's declared intent such that Board deliberations and actions will occur openly, subject to any exception authorized by the Brown Act. Board meetings, including their location(s), shall also facilitate public participation and ensure that interested members of the public, including but not limited to, parents who reside in the City of Los Angeles, remain informed of matters pertaining to Green Dot and Ánimo Jackie Robinson. Board actions are recorded in meeting minutes and copies made available to the public via the Green Dot website. The public may request Board records by calling Green Dot Public Schools California at (323) 565-1600 or via email at info@greendot.org.

Green Dot will ensure compliance with key Brown Act requirements by providing annual Brown Act training to the Board of Directors, and by assigning the duties to post agendas and minutes in compliance with the Brown Act to a Charter School employee who is trained in Brown Act requirements.

Notwithstanding the foregoing, the Board may modify or suspend these practices to the extent allowed by an executive order issued by a public official, or any other law, where warranted in the interests of health and safety, e.g., in response to a public health crisis or other disaster event.

Quorum and Motion Requirements

A majority of the members of the California Board shall constitute a quorum of the Board, which is necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a majority of the required quorum at any meeting.

Board Action (Voting) Requirements

1. The Board may only take action on items formally listed on the Board agenda, except as authorized by law.
2. When there is a tie vote on the agenda topic under consideration, the item may be resubmitted to the Board at its next properly noticed meeting.

Abstention

To the extent consistent with all applicable laws and the Board Bylaws, Robert's Rules of Order is the parliamentary policy of all Board proceedings and committees (including abstention); provided, however, that the failure to follow Robert's Rules of Order at any meeting shall not affect the validity of any otherwise compliant Green Dot California Board action.

Teleconference Meetings

Members of the Green Dot Public Schools California Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

1. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the jurisdictional boundaries of the school districts that have approved charters operated by the Board or within the County of Los Angeles;
2. All votes taken during a teleconference meeting shall be by roll call;
3. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

4. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
5. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location, one of which shall be located within the jurisdictional boundaries of the District when discussing or transacting business of a charter authorized by the District; and
6. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Notwithstanding the foregoing, the Board may modify or suspend these practices to the extent allowed by an executive order issued by a public official, or any other law, where warranted in the interests of health and safety, e.g., in response to a public health crisis or other disaster event.

Organizational Leadership Team

The Organizational Leadership Team (“OLT”) serves in an advisory capacity for the President and Chief Executive Officer of Green Dot Public Schools California. The President and Chief Executive Officer is responsible for the majority of the policy setting decisions not in conflict with the duties reserved for, or imposed by law upon, the Board, including but not limited to the following: develop general policies of the school; recommend and monitor the school's annual budget; ensure operation of the school in accordance with the charter and the law; and hiring the school's principal. In addition, the President and Chief Executive Officer, with the support and advisement of the OLT, is responsible for setting up systems and processes that support academic achievement and growth, operational effectiveness, financial sustainability, parent and community engagement, and compliance across the network of schools. The President and Chief Executive Officer and OLT are required to manage, support and hold accountable all Green Dot California employees to fulfill the requirements of each charter petition within the Green Dot California network.

The OLT, which is led by the Chief Executive Officer and President, includes leaders that are Senior Director-level and above. The Chief Academic Officer, Chief Program Officer, and Chief Business Officer develop and implement Green Dot California's academic, programmatic and operational/financial sustainability models, respectively, with support from the rest of the OLT. The OLT meets weekly to focus on key issues dealing with Ánimo Jackie Robinson and other Green Dot California schools. OLT members meet with the principal on at least a monthly basis to discuss topics such as: school performance, student academic success, school operations, financial management, reporting, etc. This regular feedback helps ensure that Ánimo Jackie Robinson meets its targets and is continually improving.

Composition of Green Dot California Board of Directors

The Green Dot California Board of Directors is responsible for major strategic and policy decisions related to GDPSC schools as well as ensuring the organization'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. Green Dot California Board Members have a range of expertise, but a common commitment to improving educational outcomes for students in low-income, high need communities. Green Dot California's Board may have no fewer than three members and no more than twenty-five members. Board members must be re-elected at the end of each Board term. New candidates nominated to the Green Dot California's Board in the future will be reviewed based on their professional background, community involvement and commitment to Green Dot California's mission to prepare students for college, leadership and life.

Green Dot California's Board members have diverse backgrounds and expertise. Green Dot California's Board members specialize in legal work, management, strategy planning, communications, education and accounting. GDPSC is committed to maintaining a wide breadth of knowledge, culture and

specializations on the Board of Directors. Complete biographies of Board members are available on Green Dot California's website.

School Administration

Ánimo Jackie Robinson's principal is responsible for the school's administration and is accountable first to Green Dot California's Organizational Leadership Team and ultimately to the California Board. Additionally, a School Advisory Council ("SAC") comprised of Ánimo Jackie Robinson's principal, teachers, staff members, and community members exists to advise on school-site decisions.

School Advisory Council and District English Language Advisory Council (DELAC)

The SAC develops, maintains, reviews and approves the Charter School's School Plan for Student Achievement ("SPSA") or comparable document, reviews the school's strategic plan, monitors its implementation throughout the year, provides numerous opportunities for students and parents to contribute to the school's operations and growth, and reviews the school budget to assure spending is in accordance with the goals of the SPSA. The SAC may recommend modifications to the strategic plan to reflect changing needs and/or priorities. The SAC may provide input on: curricula and instructional strategies, staff professional development, the school budget, parent involvement, staff stipends, and the school calendar.

The SAC meets monthly when school is in session and is led by the principal. All regular and special meetings of the SAC are posted at least forty-eight hours in advance of the meeting in the main office and open to the public. The SAC shall be composed in the following manner to ensure parity:

- Half of the SAC members shall consist of the principal, classroom teachers (selected by the teachers at the Charter School), and other school personnel (selected by other school personnel at the Charter School). Classroom teachers shall make up the majority of this group.
- The remaining half of the SAC members shall consist of equal numbers of Charter School students (selected by the Charter School's Student Council) and Charter School parents, or other community members as selected by the Charter School's parents.

Teachers and other School personnel are nominated or volunteer to serve on the SAC. Students are selected from the school's Student Council. Elections for staff and students, as well as elections for parent membership, are held/made prior to July 1 of each year.

Ánimo Jackie Robinson's DELAC is a committee comprised of parents (at least 51%), staff and community members specifically designated to advise school officials on English learner program services. The DELAC meets at least four times per year and members take on various roles and responsibilities. The DELAC advises the Ánimo Jackie Robinson's governing board on all of the following tasks:

1. Development of a district EL master plan including policies guiding consistent implementation of EL educational programs and services that takes into consideration the Single Plan for Student Achievement;
2. Conducting of a Green Dot-wide needs assessment on a school-by-school basis;
3. Establishment of district program, goals, and objectives for programs and services for English Learners;
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements;
5. Review and comment on the Charter School's reclassification procedures;
6. Review and comment on the written notifications required to be sent to parents and guardians; and
7. Review and comment on development of the Local Control and Accountability Plan (LCAP).

Parent Involvement and Communication

Parents are integral contributors to the educational process, and their perspectives are sought to develop school policies and address school issues. Outside of the School Advisory Council (SAC) and the District English Language Advisory Council, all other parent meetings are informative and open to all parents. Communication with parents, in both English and Spanish, about school programs and events occurs regularly and through a variety of channels, such as: parent-teacher conferences, open houses, parent information nights, newsletters, flyers, postings at the school, the school website, and phone messages. Green Dot also offers volunteer hours for parents to encourage parents to be involved in their students' educational experience. Opportunities to volunteer on campus include, but are not limited to parent shadows of classroom instruction, office support, attending parent workshops, chaperoning field trips and college tours, and participating on the SAC. Feedback from parents and stakeholders is collected during SAC meetings, which are regularly scheduled and open to the public. The SAC regularly monitors the School's performance on its LCAP goals and provides feedback on the School's goals and budget during SAC meetings. Additionally, the School's LCAP is available on the School's website, allowing families to easily access information about the school's performance and spending.

Services Provided by Green Dot Public Schools California

Green Dot has developed and is continually growing a lean corporate organization with expertise in curriculum, professional development, finance, facilities, operations, politics, fundraising and other key areas relevant to operating successful public high schools and middle schools and driving reform. Green Dot will provide a number of services to Ánimo Jackie Robinson that will help ensure the school's success. Green Dot provides similar services to all of its schools.

Governance of Schools

The Green Dot California Board, and as appropriately delegated to the Green Dot California President and Chief Executive Officer, act on behalf of Ánimo Jackie Robinson. In this capacity, the Board and President and Chief Academic Officer (i) set up systems and processes that support academic achievement and growth, operational effectiveness, financial sustainability, parent and community engagement and compliance, (ii) manage, support and hold all employees accountable for fulfilling the requirements of the school charter, and (iii) provide governance for Ánimo Jackie Robinson (e.g., developing school policies, employee handbook, finance and accounting policies).

Recruiting

Green Dot prioritizes human capital recruiting and the Home Office focuses on it year round. Green Dot engages in the following activities to ensure it has access to the largest pool of great principal and teacher candidates:

- *Information Sessions and Formal Recruiting:* Information sessions, events and formal recruiting at top graduate schools.
- *Work Study Programs:* Work-study students used as teaching assistants to generate interest in Green Dot and have an extended "interview" period.
- *Advertising:* At graduate schools, in periodicals such as Education Week, with unions and other trade organizations, on job boards, etc.
- *Partnerships:* Partnerships with organizations that place talented educators and leaders in schools (Teach for America, New Leaders for New Schools, etc.).

Ánimo Jackie Robinson will have access to Green Dot's talent pool at all times in order to ensure that it can continually hire the best candidates.

Daily Services: Year-round, Green Dot’s Human Capital Department conducts outreach to recruit new staff members. The department sets up informational sessions, purchases ads, reaches out to recruits to have a qualified pool of teacher applicants. Green Dot Human Capital leads the screening of potential candidates (with Ánimo Jackie Robinson completing the final selection of candidates). All this outreach is centralized at Green Dot, and once compiled, the principal and teachers engage in the interviewing process.

Facilities

Green Dot is responsible for securing facilities for each of its schools and for all major renovation projects at private facilities. Green Dot has developed a facilities model that will allow it to most effectively overcome the difficult challenges related to securing facilities for new schools in Los Angeles.

Daily Service: Green Dot’s Operations Department works with the principal, teachers, and parents to understand the facility needs before the school opens. The Operations department may also meet with brokers, real estate agents/consultants and facility committees to further define the needs for the long-term facility, and work with the developer to ensure the renovated facility meets all school needs and compliance with applicable laws and regulations.

Curriculum Development

As discussed above, Green Dot’s Education Team has developed a menu of curriculum options to be used by each Green Dot school. The recommended curriculum will include a variety of options for courses (particularly electives), textbooks, and teaching strategies that Green Dot believes will deliver the best student results. The Education Team will work with principals and lead teachers before the start of each new school to determine the most appropriate curriculum for each school. The Education Team will also meet with principals regularly to further refine their schools’ curriculum and ensure that the curriculum is being delivered effectively. In addition, the Education team will provide Ánimo Jackie Robinson with a plan to assess student achievement and growth.

Ánimo Jackie Robinson can learn from the experiences of each of Green Dot’s schools in order to improve its results. Additionally, it can learn from Green Dot’s knowledge about leading research and best practices utilized outside of Green Dot’s network.

Daily Service: When school is in session, Green Dot’s Education Team and Area Superintendents meet on at least a monthly basis with the principal and lead teachers to analyze student progress and performance, determine effectiveness of the curriculum, improve instruction, provide instructional coaching, and set future goals and targets.

Professional Development

Professional development for Ánimo Jackie Robinson’s principal will be managed out of the Green Dot Home Office. Professional development for teachers will be managed by the Principal, but some materials may be developed in collaboration with the Green Dot Home Office. Additional Home Office professional development supports include, but are not limited to: (i) providing exemplar sessions for key areas of professional development; (ii) conducting instructional sessions with staff for key areas of professional development; and (iii) providing staff with access to online professional development support and programs through Green Dot.

Budgeting

The Green Dot Home Office will assist Ánimo Jackie Robinson in developing the school’s annual budget. The Principal will have the best visibility into where resources are needed most at his/her school and provides critical guidance to Green Dot in the budget creation process. The Principal will include Assistant Principals, department heads, and teachers in the budgeting process. The School Advisory Council is given monthly updates on the budget throughout the year and provides guidance on spending plans. Ultimately,

it is the School Advisory Council that votes to recommend the final budget to the Green Dot Board of Directors. During the school year, the principal will be given flexibility to make certain trade-offs between line items in the school's budget, but is not allowed to increase the overall size of the budgets without authorization from the Green Dot Home Office. Additionally, any significant purchases (over \$5,000) cannot be made without Green Dot Home Office authorization. Staff at Green Dot responsible for financial administrative function have the following minimum qualifications: 1) a Bachelor's degree and 2) an advanced degree in the fields of business, accounting or financial management (ex. Master of Business Administration); or 3) a recognized professional certification in the field of accounting or financial management, such as a CPA (certified public accountant) or CFA (chartered financial analyst); or 4) a minimum of 10 years of experience in Accounting or Finance.

Daily Service: The budget is an ongoing process. During the summer the budget will be developed for the following fiscal year by the Finance and Accounting department in conjunction with the principal. The final budget will be presented and approved by the Board no later than mid-August. Final number decisions will lie with the Green Dot California Organizational Leadership Team; however, once the total amount of the budget is set, the principal may reallocate money during the year. All necessary budget information will be forwarded to LAUSD.

On a monthly basis, principals will meet with the school's Area Operations and Finance Manager and School Operations Manager to review budgets and actuals. At the end of each quarter, the budget will be adjusted with major increases needing to be approved by the Green Dot Board.

Purchasing

Purchasing will be centralized at Green Dot Home Office to ensure that Ánimo Jackie Robinson receives competitive prices and great service. This provides Ánimo Jackie Robinson with significant advantages as it does not run into the complexities and delays associated with establishing credit.

Operations

The Green Dot Home Office also provides Ánimo Jackie Robinson a variety of operational supports so administrators and staff can focus on instruction and student learning. These supports include, but are not limited to: (i) designing, and supporting the implementation, operation, and maintenance of, information technology ("IT") systems at schools, (ii) knowledge management and data management services, (iii) managing the nutrition program, (iv) managing school transportation needs, (v) procuring appropriate insurance coverage, (vi) managing compliance with operational requirements, and (vii) legal counsel on school's rights and responsibilities under applicable laws.

Services Provided by Green Dot Public Schools California with Support from Green Dot Public Schools National

Green Dot California contracts with Green Dot National to provide additional services and supports to schools. Green Dot California and Green Dot National assess the service agreement annually.

Facilities Financing

Financing for purchasing facilities will be managed through the Green Dot Home Office. Green Dot has developed a financing strategy centered on exploring all of the financing options available to charter schools and taking advantage of any favorable legislation.

Green Dot has gained deep expertise in all of the financing sources available to public schools as well as all of the relevant legislation in order to find the optimal mix of different financing mechanisms to use to pay for its schools' permanent facilities.

Fundraising

All major fundraising campaigns will be managed through the Green Dot Home Office. Individual schools will be encouraged to engage in smaller, more local fundraising efforts.

Daily Service: Green Dot’s Marketing and Fundraising department conducts major fundraising events throughout the school year to support all Green Dot schools. Ánimo Jackie Robinson may have several smaller fundraisers ranging from candy sales to walkathons. The Principal can also place requests for individual grants and the Grants Manager will write the grant and work in conjunction with the principal to obtain all necessary information.

Back Office Support

All back office functions such as payroll, taxes and compliance will be centralized at the Green Dot Home Office. Green Dot currently manages the majority of its back office functions but may outsource some aspects to external organizations.

Daily Service:

- *Payroll:* All payroll and related tasks will be carried out at Green Dot.
- *Accounting:* Green Dot executes all general ledger activities.
- *Purchase Orders:* All purchase orders and invoices for the school will be executed by Green Dot. The principal can request purchase orders. Green Dot’s Account Payable will then work with the school operations manager to make sure the purchase order matches the invoice and product is shipped appropriately.
- *Federal Programs:* The Home Office helps manage and ensure compliance to all state and federal programs.

Knowledge Management

Data reporting and analysis are managed through the Green Dot Home Office. Green Dot has developed a data strategy centered on ensuring compliance with existing legislation and improving student outcomes.

Daily Service:

- collecting data for instructional and reporting compliance (e.g., attendance reporting to the state) purposes;
- providing staff training on data collection systems;
- providing a telephonic and virtual help desk to provide support on data systems and reports;
- providing synthesized reports of academic & operational data; and
- coordinating state and national testing (e.g., test ordering and administration).

Information Technology (“IT”)

IT services are managed through the Green Dot Home Office. Green Dot has developed an IT strategy that effectively utilizes technology to implement the curriculum articulated in this petition.

Daily Service:

- providing staff training on IT and data collection systems;
- conducting research on future IT services and equipment, including a staff and faculty technology plant;
- providing a telephonic and virtual help desk to provide IT support and problem solving technology issues;
- completing and submitting E-Rate applications or other comparable programs to manage technology costs; and

- establishing and publishing protocols for data storage and disaster recovery.

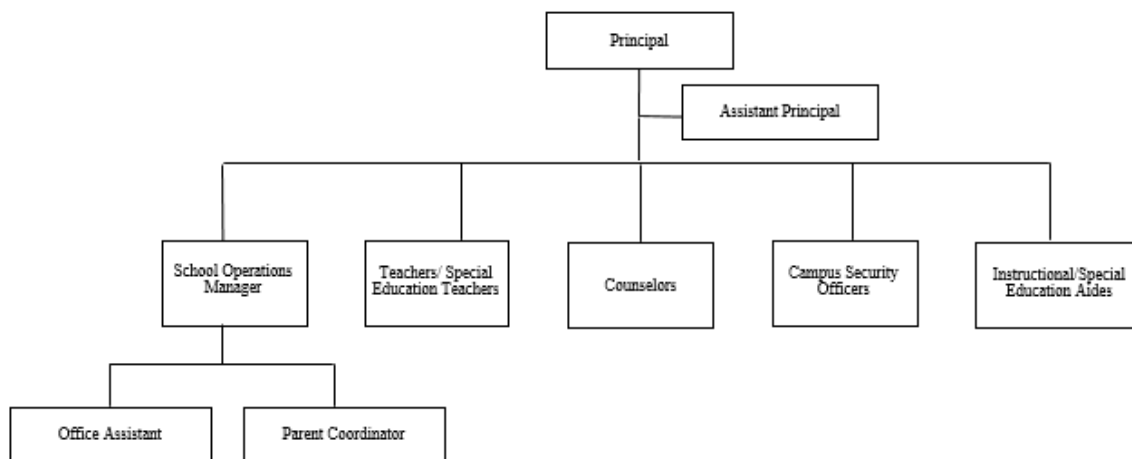
Human Resources

Human Resources services are managed through the Green Dot Home Office. Green Dot has developed robust systems to ensure compliance with existing legislation that supports employees.

Daily Service:

- developing an effective benefits strategy;
- setting organization-wide policies and procedures regarding key areas including, but not limited to, document/information protection, storage and retention, employee credentialing, labor and employment law, management of employees, and management of employee claims
- providing compliance guidelines and monitoring such compliance of the above-referenced organization-wide policies and procedures; and
- managing, administering, and providing training on the Human Resources Information System (“HRIS”) or other applicable systems.

School Site Structure



Note: Assistant Principal may directly supervise any of the following: teachers, special education teachers, counselors, unarmed Campus Security Officers, Instructional/Special Education Aides.

Element 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Ánimo Jackie Robinson will hire a diverse faculty composed of the best staff possible. We will achieve this goal by continuing our national search to hire the highly effective school leaders, teachers and staff members. This includes contacting the top graduate and education programs in the country and publicizing Ánimo Jackie Robinson to experienced school leaders, teachers and counselors.

Job Descriptions

Principal Job Description

- 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. student recruitment)
- Monitor the implementation of IEPs for students with disabilities, with the support of the Special Education Program Administrator (“SEPA”)

Assistant Principal Job Description

- Serve as administrator and integral part of the instructional leadership of the school, direct and supervise the curriculum and guidance program of the school
- Responsible for student discipline and attendance
- Evaluate and supervise school curriculum and instruction program with the all departments
- Coordinate and supervise safety plan (crisis team, building inspection, building keys and inventory, compliance laws)
- 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)

Administrator-in-Residence Job Description

Green Dot’s year-long, paid Administrator-in-Residence Program gives individuals the opportunity to shadow Green Dot principals, work in a school leadership capacity at multiple Green Dot sites, partner with Green Dot home office support staff on special projects, and benefit from a structured curriculum aligned with national and regional standards for school leadership development. The goal of the Administrator-in-Residence Program is to induct and train future Green Dot school administrators in the following areas:

- Green Dot philosophy, core values, and education model
- Instructional Leadership
- People Management
- Resource Management
- School Culture

The program provides ongoing support for the Administrators in Residence as they develop their philosophy of education and leadership and as they develop key foundational elements prior to being hired as an administrator at a Green Dot Public School.

Teacher Job Description

- Effectively instruct students in assigned content area(s) as prescribed by Green Dot's academic content standards and Common Core standards through lecturing, demonstrating, and using audio-

visual aids and other materials to supplement presentations with the overall goal of engaging student learning

- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence. Attend staff meetings, and serve on committees as required.
- Work as part of interdisciplinary team and within content areas planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of state and school
- Set clear short-term and long-term goals to drive instruction
- Develop and submit weekly and long range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review homework
- Consistently administer tests to evaluate pupil progress, record results, and issue meaningful reports to inform parents of progress
- Create and implement student intervention plans when necessary
- Maintain the school's student management policies and procedures (i.e. attendance records, dress code, etc.) and report to the school administrators when necessary
- Maintain effective supervision and discipline in the classroom
- Work with other teachers and administrators to address and resolve student issues
- Provide necessary accommodations and modifications for growth and success of all students
- Participate in faculty and professional meetings, educational conferences, and teacher training workshops
- Lead and participate in student activities such as: sponsoring student activities or student organizations, coaching a sports team, working with parents and the community as part of a committee or group, provide morning or after school supervision, and chaperoning student activities
- Abide by all state and federal mandates in reporting sexual or physical abuse and neglect
- Special projects and duties outside of primary teaching responsibility as assigned

Special Education Teacher Job Description

- Provide instruction and services for those pupils whose needs have been identified in an Individualized Education Program (IEP) to receive support in the Special Day Program (SDP) or provides support in all academic, behavior, transition areas and effectively instruct students in a small group setting (i.e. academic success class) and/or the regular education classroom in collaboration with the general education teacher
- Work as part of interdisciplinary team and within content areas plans accommodations/modifications necessary to provide access to students with disabilities to the core curriculum and/or alternative curriculum and behavior support plans
- Co-teach general education classes to increase service delivery for special education students in the general education classroom
- Provide consultation services as follows but not limited to: (1) utilization of evaluation data for the accommodation and modification of instruction and curriculum (2); identification and assessment of behavior patterns in pupils (3) application of effective classroom management techniques; (4) identification of resources appropriate to individuals with exceptional needs to regular staff members and parents/guardians
- Collaborate with parents, administrators, testing specialists, school psychologist, social workers, and professionals to develop and monitor individual educational plans designed to promote students' educational, physical, and social development
- Provide direct support to student success teams (SST) and 504 teams by developing intervention plans for at-risk students
- Provide workshops and professional development for staff in special education procedures/guidelines, accommodation/modification techniques and best practices on how to serve students with exceptional needs in the general education setting

- Provide paraprofessionals with training in special education guidelines and implementation of students' IEPs. Monitor paraprofessionals by developing system of accountability to ensure service delivery adhering to special education program requirements
- Meet with other professionals to discuss individual students' needs and progress. Confer with parents or guardians, other teachers, counselors, and administrators in order to resolve students' behavioral and academic problems
- Maintain accurate and complete student records, and prepares IEPs for students on caseload, as required by laws, district policies, and administrative regulations
- Participate as a member of the IEP Team in decisions regarding placement and in the development of an IEP for students with disabilities. Analyzes data when revising IEPs to provide accurate present level of performance
- Coordinate: referrals and assessment procedures, individualized education program team meetings, the implementation of special education services provided to students with exceptional needs, collection of relevant information for those students referred to the individualized education program team, organization and distribution of special education media and materials for resources in regular classrooms

Beyond the principal, assistant principal(s) and teachers, other school employees will be hired. Green Dot's recommended staffing model calls for at least one counselor, a school operations manager, a parent coordinator, a campus aide and/or instructional aide. Since staffing is a local decision, the Ánimo Jackie Robinson principal can staff the school to what he/she deems appropriate to best serve student needs, as long as the staffing model remains within budget.

The office administrative staff shall possess experience and expertise appropriate for their position within the school as outlined in their job descriptions. Ánimo Jackie Robinson will try to hire its office staff from the community, particularly its school operations manager, so that the staff member develops close relationships to the community members they are serving. The principal of Ánimo Jackie Robinson has the discretion to hire other classified personnel as needed.

Counselor Job Description

- Provide individual and small group counseling to students in need (prevention, intervention, as well as DIS counseling, if designated on student IEP)
- Work collaboratively with School's SST, School Psychologist and other support personnel to ensure student success
- Create and implement curriculum with regards to Advisory, college readiness, and career readiness courses
- 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)

School Operations Manager Job Description

- Manage school operations team; sets both performance and development goals for the School Operations Associate, Parent Coordinator and Office Assistant; collaborate with the broader Green Dot school operations staff learning community, including other School Operations Managers, to drive operational best practices across the region

- Oversee procurement and purchasing for the school including placing orders, inventorying items received and handling returns/exchanges. Manage cash receipts, deposits, payroll, and substitute teacher tracking; coordinates with Green Dot's Finance & Accounting Team to ensure effective implementation of financial policies; provides assistance to the Principal with budget management
- Manage the student information system and attendance reporting and intervention process; coordinates with Green Dot's Knowledge Management Team with regards to data audits and reporting; ensure confidentiality and security of files and all information pertaining to students, parents, staff, and community
- Oversee the School Nutrition Program, including managing servers, coordinating with meal vendor, ensuring compliance, conducting monthly food safety audits and ensuring meal program financial health
- Manage routine maintenance requests for school in Green Dot's work order system, ensuring maintenance, janitorial and pest control services are properly carried out; oversees the upkeep of the school's facilities and coordinates with Green Dot's Facilities Team to implement school facility projects
- Manage enrollment cycle at the school and admissions and enrollment database with support from Green Dot's Operations Team, including student recruitment, lottery and waitlist management and parent enrollment orientations
- Supports school safety processes and compliance including attending trainings, helping administrators coordinate drills and safety audits and liaising with security vendor; partners with Principal and Green Dot's Security Team to respond to emergencies
- Plan and coordinate logistics for school events and activities as needed, including back to school nights and parent conferences/meetings; coordinates with bus company for regular and field trip transportation
- Ensure compliance requirements are completed on time
- Oversee other tasks or special projects as needed

School Operations Associate Job Description

Under the direct supervision of the School Operations Manager, the School Operations Associate will:

- Manage **School Nutrition Program**
 - Vendor relations
 - Daily closeout
 - Lunch applications
 - Meal fee collection
 - Day-to-day oversight and troubleshooting
 - Updating orders based on field trips and other special circumstances
- Manage book and school **supply inventories**
 - Notify SOM of orders needed
 - Manage book room including checking textbooks and novels in and out
 - Maintain book labeling
 - Support teachers with classroom tech issues
 - Checks teacher tech out at the beginning of the year and collects it at the end of the year
- Oversee **copier** operations
- Oversees school **facilities**
 - weekly walkthroughs
 - monthly safety inspections
 - submitting work orders
 - coordinating vendor work and access
- Other duties as assigned

Parent Coordinator Job Description

- Participate in Green Dot and individual professional development programs. Participate in other events aimed at promoting or developing Green Dot and its schools, including student recruitment and enrollment events
- Set parent engagement goals and metrics in collaboration with school administrator and School Operations Manager and meet monthly or quarterly to assess progress
- Plan and communicate at least three engaging programs/activities per semester
- Attend community events to build relationships for the school and recruit community partners to become part of the school's family engagement program
- Develop and facilitate a parent leadership team, PTO, or parent group to address community-based issues, organize for education reform, etc.
- Organize parent volunteer initiatives
- Work with the Home Office and serve as School Office lead for recruiting new students and executing a recruiting strategy
- Conduct open houses and student tours
- Coordinate daily lunch activities including managing lunch ordering to minimize meal waste, ensuring students are scanned accurately and timely for meal reimbursement, managing lunch servers, and ensuring smooth logistics of physical lunch set-up which meet federal compliance
- Coordinate all annual lunch application activities including the distribution and collection of lunch applications, or household income forms, collecting supporting documents during the verification process, and ensuring lunch status data is accurately input into the student information system
- Perform additional duties, as assigned, related to the foregoing primary responsibilities and the holistic functioning of the office
- Share with other team members office duties, especially pertaining to parents
- Translate English/Spanish, spoken and written

Office Assistant Job Description

- Participate in Green Dot and individual professional development programs. Participate in other events aimed at promoting or developing Green Dot and its schools, including student recruitment and enrollment events
- Answer telephone to provide information, take and relay messages and transfer calls
- Assist in making phone calls to parents to communicate important information
- Greet visitors to school, determine nature of business, process in visitor management system, and direct visitors to destination
- Process incoming and outgoing mail and assist in assembling mailers such as report cards, newsletters and attendance letters
- Filing and copying
- Ensure copy machines, printers and scanners are functional and place order for toner, staples and other supplies for zero downtime; contact copier technician for copy breakdown issues
- Assist in managing student traffic flow in the main office (i.e. discipline, medical, emergency situations, etc.)
- Manage tracking of the textbook inventory; checkout and check-in books for students. Assist in managing the uniform loaner room (i.e. inventory, sign-out/sign-in, etc.)
- Maintain student files. Accurately enter attendance data such as tardy slips, excuse notes and attendance from substitute teachers.
- Assist with tracking breakfast and/or lunch meals served
- Assist in troubleshooting facility related issues (i.e. work orders, custodial, etc.)
- Enter enrollment data, update student information and process student data for exits. Request information from previous schools for student records and transcript requests.
- Assist in the collection of information such as emergency cards, immunization, etc.
- Provide translation as needed (i.e. IEP, Administrator meetings, etc.)

- Ensure compliance requirements are completed on time
- Additional duties as assigned.

Campus Aide/Security Guard Job Description

- Provide visibility, patrol, assistance and county emergency contacts for all staff, students, faculty and guests of the school site
- Ensure that school property is secure and locked when appropriate
- Report all threats to health and safety, and incidents of misbehavior to the proper school authority
- Provide safety escorts for student, staff, faculty and guests when requested
- Provide general campus supervision before, during and after school, including but not limited to: classrooms, cafeteria, recreational and athletic areas
- Direct campus visitors to the appropriate parties and prevent unlawful loitering
- Provide security for parking areas and supervise restroom and locker areas
- Respond to all alarms, security situations, breaches, maintenance problems, and fire and building hazards. Document all events previously listed
- Assist local law enforcement and other emergency response staff as requested
- Complete all documentation and reports as established by school site personnel.
- Conduct home visits (upon requested)
- Assist with minor discipline issues
- Other administrative duties and projects as assigned

Instructional Aide Job Description

Special classification is designed to serve students whose instruction is identified and specified in an Individualized Education Program (IEP) or Section 504 Service Plan (SP). These students have learning, communication, physical and/or mild to moderate disabilities or other impairments such as emotional disturbances. Instructional Aides work under the direction of teachers who are responsible for the student IEPs. Instructional Aides perform a variety of instructional tasks in areas such as reading, writing, and mathematics. Instructional Aides will be assigned to work with a small group of special education students in general education classrooms.

Credentials, Requirements, and Qualifications of Staff

All school staff must pass TB and Department of Justice background clearances.

Principal's Experience & Education Qualifications

- Bachelor's degree, required.
- The minimum years of teaching experience required by the state certification for an administrative credential, preferably at the middle or high school level, with a history of improving student achievement.
- Experience working in an urban school setting.
- Prior administrative experience is 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 urban high schools and driving education reform.
- Bilingual (English/Spanish) highly desirable.

Assistant Principal's Experience & Education Qualifications

- Bachelor's degree, required.
- The minimum years of teaching experience required by the state certification for an administrative credential, preferably at the middle or high school level, with a history of improving student achievement.
- Experience working in an urban school setting.
- Experience with leadership roles (mentor teacher, department chair, assistant principal, etc.)
- Prior administrative experience is a 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 urban schools and driving education reform.
- Knowledge of bilingual education.
- Bilingual (English/Spanish) highly desirable.

Administrator-in-Residence Experience & Education Qualifications

- Minimum of 5 years teaching experience, preferably at the middle or high school level, with a history of improving student achievement, required.
- Experience working in an urban school setting
- Experience with leadership roles (mentor teacher, department chair, assistant principal, etc.)
- 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 clear California teaching credential or out of state equivalent, required.
- A passion for improving urban high schools and driving education reform
 - Experience coaching teachers &/or demonstrated ability
 - Ability to establish/foster a positive and safe school culture
 - Understanding of effective professional development
 - Understanding of effective instruction
 - Ability to think strategically about how to engage stakeholders (family, community, teachers, students, etc.)

Teacher's Experience & Education Qualifications

- Bachelor's degree, required.
- California multiple subject* or single-subject intern, preliminary or clear credential. (*Applicants with multiple-subject credentials are required to obtain single-subject credentials or subject-matter authorizations.) In certain circumstances, applicants who qualify for a permit or waiver through the CTC or are in the process of transferring valid out of state credentials are eligible to provide instruction for the designated time permitted in the waiver, required.
- Excellent collaborative and organizational skills.
- Excellent verbal and written communication skills.
- A strong ethical base and self-awareness.
- Relentless commitment to and high standards for high quality execution.
- Passionate with a high level of personal responsibility towards ambitious goals.
- Strong sense of integrity, ethics, and drive to achieve and grow.

- Humility, sense of humor and rock-solid commitment to Green Dot's mission and the communities we serve.
- Bilingual (English/Spanish) highly desirable.

Special Education Teacher's Experience & Education Qualifications

- Bachelor's degree, required.
- California Education Specialist, Level I or II credential in Special Education – Moderate/Severe, at the intern, preliminary or clear level *or* Mild/Moderate, at the intern, preliminary or clear level. In certain circumstances, applicants who qualify for a permit or waiver through the CTC or are in the process of transferring valid out of state credentials are eligible to provide instruction, required.
- Strong content knowledge, pedagogical understanding, and the capacity to plan and deliver instruction to meet the needs of students
- Relentless commitment to and high standards for high quality execution
- Passionate with a high level of personal responsibility towards ambitious goals
- Excellent collaborative and organizational skills
- Excellent verbal and written communication skills
- A strong ethical base and self-awareness
- Humility, sense of humor, and rock-solid commitment to Green Dot's mission and the communities we serve.

Counselor's Experience & Education Qualifications

- A California Clear PPS Credential in School Counseling/Guidance, required.
- MA/MS degree in School Counseling from an accredited college or university highly desirable.
- Experience with individual and group counseling is highly desired.
- A passion for improving urban high schools and driving education reform.
- Knowledge of bilingual education.
- Bilingual (English/Spanish) highly desirable.
- Experience working in an urban school setting.
- Prior counseling experience (mental health), including DIS Counseling.
- Demonstrated leadership capabilities.
- Proven management and team building skills.
- Excellent interpersonal, communication and writing skills.
- Ability to work with parents, students, faculty, post-secondary educational representatives, as well as school community groups.
- Ability to represent the school in a positive way.
- Ability to understand student maturity levels and the process of goal selection.
- Ability to help students gain an awareness of interests and abilities and to help them make course choices that will lead to appropriate careers commensurate with interests and abilities.
- Ability to understand test construction and interpret educational test data.
- Ability to motivate students and provide academic incentives for success.
- Ability to understand the unique social-emotional needs of individual students.

School Operations Manager Experience & Education Qualifications

- Bachelor's degree from an accredited college or university preferred
- Minimum two years of professional experience; four preferred with at least one year experience managing others or multiple large scale projects
- Demonstrated initiative, leadership and tenacity
- Acute attention to detail coupled with the ability to think and act strategically

- Strong analytical, critical thinking and problem solving skills
- Prior school experience a plus
- Spanish language fluency a plus
- Excellent interpersonal and communication skills (written and oral)
- Highly proficient in Microsoft Word, PowerPoint, Excel and Outlook; comfortable learning new computer programs
- Ability to manage multiple projects and priorities and perform well under pressure
- Ability to maintain a positive, “can-do” attitude at all times
- High level of personal responsibility and drive toward ambitious goals
- Commitment to customer service
- Ability to complete tasks and projects effectively and on-time
- Ability to exercise discretion in the dissemination of information.
- Commitment to the mission of Green Dot Public Schools

School Operations Associate Experience & Education Qualifications

- Bachelor’s Degree or commensurate professional experience preferred
- A minimum of 1 year in an administrative support capacity in an office environment is preferred. Prior experience within a school setting is desired
- Spanish proficiency is valued
- Excellent interpersonal and communication skills (written and oral)
- Proficient in MS Word, PowerPoint and Outlook; comfortable learning new computer programs
- Ability to multitask, perform well under pressure, and complete tasks/ projects effectively and on-time

Parent Coordinator’s Experience & Education Qualifications

- Strong ability to lead and develop positive working relationships with parents
- Spanish language fluency a plus
- Excellent interpersonal and communication skills (written and oral)
- Proficient in MS Word, PowerPoint and Outlook; comfortable learning new computer programs
- Ability to manage multiple priorities and perform well under pressure
- Ability to maintain a positive, “can-do” attitude at all times
- High level of personal responsibility and drive toward ambitious goals
- Commitment to customer service
- Ability to complete tasks and projects effectively and on-time
- Ability to exercise discretion in the dissemination of information
- High School Diploma or equivalent

Campus Aide’s Experience & Education Qualifications

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

Instructional/Special Education Aide’s Experience & Education Qualifications

- Possess a high school diploma (or equivalent) **AND one** of the following:
 - Completion of at least two years of college (48 units), **OR** Attainment of an AA (or higher) degree **OR**
 - Pass a local assessment of knowledge and skills in assisting in instruction (e.g., CBEST), required
- Six months experience working with adolescents/children in a structured environment

- Experience working with adolescents/children requiring a specialized learning environment is preferred. Verifiable supervised experience as a volunteer in a school or related organizational activity may be substituted on an equal basis.
- Any other combination of training and experience that could likely provide the desired skills, knowledge or abilities may be considered, however, experience cannot substitute for the required minimum education and a willingness to work collaboratively as an educational team member.

Process for Staff Selection

The process for staff selection is outlined in Element 1.

Union Membership

Certificated employees at Green Dot have organized as the Asociación de Maestros Unidos (AMU), an affiliate of the CTA. Green Dot's first comprehensive agreement with AMU was signed and completed in spring 2003.

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

Employee compensation, work year, hours of employment and evaluation are negotiated with both unions on an annual basis.

Element 6: Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”*
(Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7: Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

Every effort will be made to reach out to the students and families in our attendance areas during recruitment as well as all segments of the community that are reflective of Los Angeles Unified School District. We expect to hold several informational meetings during the winter and spring of each school year, where we will share information about Ánimo Jackie Robinson with families and their children, including how the application processes will work and how the random public lottery will operate (if the number of lottery forms exceeds the capacity of the grade level). These methods have proved very successful at Green Dot’s existing schools and Green Dot will continue to make efforts to comply with the order from Crawford et al. v. Board of Education of the City of Los Angeles (1976) 17 Cal.3d 280.

While open to all students, Ánimo Jackie Robinson will seek to serve the students who reside in downtown Los Angeles and the surrounding area. The community-based recruiting effort will start in the Fall (October – December) of each year of the petition and annually may include:

- 1) Direct middle school recruiting at schools such as: Clinton Middle School, New Heights Charter Middle School, KIPP Scholar Academy, and Alliance College Ready Middle School – Ánimo Jackie Robinson hopes to make classroom presentations at public feeder schools and feeder charter schools;
- 2) Mailings – Ánimo Jackie Robinson intends to send out flyers to area families informing them of the option to apply;
- 3) Open house meetings – Ánimo Jackie Robinson will host numerous open houses throughout the recruiting period to inform parents about the school;

- 4) Community partnerships – Ánimo Jackie Robinson will work community leaders to “get the word out” about the school;
- 5) Community walks – Ánimo Jackie Robinson may go door to door, talk to families, and hand out information about the school; and
- 6) Direct advertising – Ánimo Jackie Robinson may advertise in local media, including Spanish-language newspapers, neighborhood newspapers, church bulletins and the like. All information, collateral, meetings, and communications will be made in English and Spanish and any other language Ánimo Jackie Robinson deems appropriate based on the needs of the community. We believe these outreach efforts will attain a racial and ethnic balance at Ánimo Jackie Robinson reflective of the surrounding community and LAUSD.

The charter school shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. Ánimo Jackie Robinson will use the PowerSchool software program to track demographic information on each individual student.

It is our goal to improve the educational opportunities for economically disadvantaged students. Ánimo Jackie Robinson aims to serve the most impacted populations in the neighborhood and plans to do as well as or better than nearby community schools in conducting outreach for potential students, attracting a diverse student population, and serving the highest needs students within the surrounding areas.

Every effort will be made to reach out to all eighth graders in our attendance areas during recruitment as well as all segments of the community that are reflective of Los Angeles Unified School District. Our outreach will include flyers sent out to families of students who would typically attend Jefferson Senior High School, Manual Arts High School, or Santee High School to ensure that all students in the area have an opportunity to attend a Green Dot school. Community members will be notified through community meetings, mailings, personal phone calls and possibly newspaper advertisements. We expect to hold at least three informational meetings during the winter and spring annually.

Ánimo Jackie Robinson will provide to LAUSD all requested information using District forms, including the ethnic survey. The Charter School will provide LAUSD with data for the District’s integrated student information system (MiSiS) for all enrolled students to assist with compliance monitoring. After the Charter School submits the ethnic survey information during the first year of operation, Budget Services, Financial Planning Division and Office of Student Integration Services will use the information listed below for compliance purposes:

- Norm Day Classification
- Total School Enrollment
- Number of Students by Grade Levels
- Number of Students by Ethnicities and Grade levels
- List of Register-Carrying Teachers in Classrooms
- List of all Certificated Personnel
- Unfilled Classroom Teacher Positions
- Fiscal Year-End Financial Report
- Number of Students Living Outside the LAUSD Attendance

Ánimo Jackie Robinson will monitor the implementation and outcomes of its plan and make adjustments as needed. Ánimo Jackie Robinson will provide a copy of the recruitment plan to LAUSD upon request.

How the Plan Will Achieve LAUSD’s Racial and Ethnic Balance

Prior to each lottery season that begins in October of each year, every Green Dot school will develop a recruitment plan in collaboration with the school operations team, school administrators, home office operations team, and community members. The home office operations team will provide each school with

their current racial and ethnic data, along with data of their population of special education and English Learner students, including redesignated fluent English proficient students. This data will guide the recruitment plan for the following year to help the Charter School achieve the District's racial and ethnic balance goals and a population of special education and English Learner (including redesignated fluent English proficient) students, in line with the population of the neighborhood and the population percentages of the District, as feasible. Collateral used for recruitment and enrollment packets will be distributed in English and Spanish to assist families of English Learner students during the enrollment process. Recruitment collateral, along with school websites, will highlight special education and English Learner intervention programs offered at the school to encourage families to enroll. As needed, Green Dot commits to having a representative available to speak with Spanish only families, and give information to families inquiring about special education and English Learner intervention programs.

Element 8: Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student’s

records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admissions Requirements

Ánimo Jackie Robinson will admit all pupils who wish to attend the school as per Education Code section 47605(e)(2)(A). If the number of pupils who wish to attend our school exceeds capacity, enrollment shall be determined by a random public drawing as described below.

Ánimo Jackie Robinson shall comply with all laws establishing the minimum and maximum age for public school enrollment. Ánimo Jackie Robinson will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements. No pupils shall be enrolled if they are 22 years of age or older on the date of enrollment.

Student Recruitment

Ánimo Jackie Robinson is committed to serving all students, including low-income, economically disadvantaged students and educationally disadvantaged students. As with other Green Dot Public Schools California schools, Ánimo Jackie Robinson tailors its student recruiting efforts and student enrollment processes to attract all students from the communities in which it serves. All of the methods outlined in Element 7, Means to Achieve Racial and Ethnic Balance, are reflective of this mission. Specific activities that will be employed by Ánimo Jackie Robinson include:

- The use of English and Spanish marketing collateral and materials;

- Extensive grassroots marketing; and
- Simple, easy-to-use and easy-to-understand forms and brochures.

Lottery Preferences and Procedures

Charter School will implement the following admissions process, including an open enrollment period, lottery if necessary and official enrollment process. Existing students will be exempt from the public random drawing (lottery).

Per Education Code section 47605(e)(2)(B), preference shall be given to:

- Students with siblings currently enrolled at Charter School who reside within LAUSD boundaries⁴⁵
- Children of Green Dot regular employees who reside within LAUSD boundaries (not to exceed 10% of total enrollment)
- All other students who reside within LAUSD boundaries
- Students with siblings currently enrolled at Charter School who do not reside within LAUSD boundaries
- Children of Green Dot regular employees who do not reside within LAUSD boundaries (not to exceed 10% of total enrollment)
- Students who attend Ánimo Westside Charter Middle School and do not reside within LAUSD boundaries
- All other students who do not reside within LAUSD boundaries

Enrollment Period

Each party interested in enrolling at Ánimo Jackie Robinson will be asked to complete a lottery form requesting contact information during the interest period (open enrollment period), which begins October 1st and ends no later than the first full week of December. A copy of all lottery forms will be maintained. Lottery forms request minimal student information and parent contact information and are made available both online and in paper form. The dates of the open enrollment period will be made public on Green Dot's website prior to the opening of the open enrollment period. If the number of completed lottery forms exceeds the capacity, a random, public drawing (lottery) will determine enrollment. The lottery will be held each year no earlier than the first Monday of December and no later than the third Friday of December. The date and time of the lottery will be made public on Green Dot's website prior to the opening of the open enrollment period. The process and procedures, as well as timeline, will also be made available to all interested parties in hard copy at the school's main office. Additionally, this information will be distributed, as appropriate, during the recruitment efforts described above. The lottery will be held at the school or a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. The lottery will take place on a weekday evening or weekend morning to help ensure all interested parties can attend. No test or assessment shall be administered to applicants prior to acceptance and enrollment into the school.

Lottery Procedures

At the lottery, a presentation will be made in English and Spanish to all interested parties about the lottery process and rules. Parents and families do not have to be present to gain admission. The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all applicants. Lottery forms submitted prior to the lottery form deadline are verified for the preferences outlined above. Applicants will receive preference in the automated system, depending on the preferences the applicant qualified for in the verification process. Qualifying lottery forms will receive preference in the automated lottery system, per the preferences outlined above.

⁴⁵ Applicants who are siblings and apply to the same Green Dot school together are given sibling admissions preference as soon as one sibling is accepted into the school during the lottery.

Representatives from the school, typically the Principal and School Operations Manager, will host and present the lottery to parents and families, while a representative from Green Dot's Home Office will be charged with conducting the computer-automated portion of the lottery process. Parents and families will see a database that contains the names from each lottery form submitted to the Charter School for the upcoming school year. The Green Dot Home Office representative will sort applicants into separate tiers to give priority to the preferences in the charter petition. Applicants in tier 1 will be selected first, tier 2 second and so on until all applicants have received a lottery number. After the computer randomization is complete, the acceptance and waitlist results will be projected on the screen in the front of the room. 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 capacity for admission to ensure the school's overall enrollment is stable as long as the overall enrollment would not exceed the authorized enrollment capacity. Principals will work with the Home Office to discuss the conditions of the increase, such as historical attrition rates, enrollment capacity, master scheduling, facility capacity, etc. Should the Principal elect to enroll more students than the capacity, an announcement will be made at the lottery and additional students will be enrolled based on the lottery and the methods described. If the capacity, or adjusted capacity mentioned in the preceding sentence, for the upcoming school year is already exceeded, the school will run a waitlist lottery to determine the order of the waitlist. The school will maintain records documenting the fair execution of the lottery including the names placed into the lottery, the name of the automated online system used to conduct the lottery, the names of admitted students, and the names and order of those placed on the waiting list. The information will be maintained according to state and county document retention requirements as applicable. Annual training of lottery procedures and use of the online database is provided for appropriate school staff, including the School Operations Manager, to ensure the fair execution of lottery and waitlist procedures.

Post Lottery Procedures

All families who submitted a lottery form, including both those who did and did not attend the lottery event, will be notified in writing about the results of the lottery by the appropriate school staff within one week of the lottery via a notification letter sent to the address indicated on the form. The letter will indicate whether the child was accepted or waitlisted, and, if waitlisted, the number on the waitlist for the applicant. For students identified on the acceptance list, the letter will include steps the parents/guardians of the applicants must take to enroll the applicant in the school, such as attendance to the school's enrollment event. Schools will host at least one enrollment event for families and make three separate phone calls on three different days to confirm enrollment to families unable to attend the enrollment event.

Waitlist Management Procedures

If a lottery is required, a numbered waiting list will be created at the time of the lottery and will be ordered randomly by the automated lottery system, per the preference tiers outlined above. After the lottery, the waiting list is never re-ordered. Lottery forms submitted after the close of the enrollment period, or after capacity is reached (if no lottery is required), will be added to the waitlist; ordered on a first-come, first served basis. Should a vacancy occur, admission will be offered to the next applicant at the top of the waiting list. Students admitted off the waiting list will be notified via telephone. If the school is unable to contact the family via telephone, the family will be notified in writing via a letter sent to the address indicated on the lottery form. Families contacted from the waitlist will have 10 calendar days to accept the seat at the school. The timeline will be reasonable and take into account the needs of the school community. Typically, three separate phone calls on three different days are made, with accompanying documentation in the online database. If parents/guardians of applicants do not respond within ten calendar days, the applicant will be removed from the waitlist, and the next applicant's parents/guardians will be contacted.

The waiting list expires annually on the last day of the school year for which the student applied.

Element 9: Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Green Dot's Audit Committee, which is made of Green Dot Board members and people who are not Green Dot Board members, ensures the selection of a reputable independent auditor and the completion of an annual audit of Ánimo Jackie Robinson’s financial books and records, including attendance. The auditor shall be on the State Controller’s list of educational auditors and shall be hired by the Green Dot California Board of Directors. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles, and will verify the accuracy of Green Dot’s and Ánimo Jackie Robinson’s financial statements (including their Statement of Financial Position, Statement of Activities and Statement of Cash Flows), attendance and enrollment accounting practices, and review internal controls. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office Management and Budget such as Circular A-133. The Green Dot Finance and Accounting department works with the auditors to ensure all materials are provided, and processes, controls and policies are followed in accordance with regulations and requirements, as part of the services covered by the Service Fee.

Green Dot will use an independent auditor that is Certified Public Accountants licensed in the State of California.

It is required that annual audits will be completed within five and one-half months of the close of each fiscal year. Thereafter, a copy of the auditor's findings will be forwarded to Los Angeles Unified School

District, the County Superintendent of Schools, the California Department of Education, and the State Controller's Office. All financial statements will be submitted to LAUSD by December 15th following the close of the fiscal year. The Audit Committee will review any audit exceptions or deficiencies and report recommendations to Green Dot's full Board as to how these have been, or will be, resolved.

If the Charter School were to have a finding, material weakness or audit exceptions, it would be addressed and corrected immediately. Audit exceptions would be addressed by the school in collaboration with the Green Dot Finance and Accounting department and the Audit Committee as soon as they were discovered. They would be addressed with the Board of Directors at the December Board meeting where the Audit is reviewed. If a global change in process were required, it would be brought up to the Audit Committee of the Board and if material the Board of Directors for approval. In addition, the principal of Ánimo Jackie Robinson will act upon these recommendations, and report such actions to Los Angeles Unified School District. (EC Section 47605 (c)(5)(I)).

Consistent with EC Section 41020(h), not later than December 15, a report of each local educational agency audit for the preceding fiscal year shall be filed with the county superintendent of schools of the county in which the local educational agency is located, the department, and the Controller. The Superintendent shall make any adjustments necessary in future apportionments of all state funds, to correct any audit exceptions revealed by those audit reports. In addition, per AB 1994, Ánimo Jackie Robinson will provide an annual financial report to LAUSD in a format developed by the Superintendent of Public Instruction. Ánimo Jackie Robinson will submit its annual audit to the State Controller, COE, CDE and LAUSD. Green Dot's Controller and Auditor are responsible for ensuring that the completed audit is sent to all required agencies by the statutory deadline.

Administrative/business operations are performed by Green Dot. Green Dot provides the following services, plans and systems to its schools and will provide similar services to Ánimo Jackie Robinson:

- 1) Budget preparation
- 2) Application for revolving loan
- 3) Set-up of fiscal control policies and procedures
- 4) Set-up and assistance for administration of human resources – including payroll
- 5) Interface when necessary with district, county, and state in matters relating to fiscal affairs, reporting, audits, accountability
- 6) Attendance accounting and reporting controls
- 7) Accounting services – including establishing chart of accounts (SACS) and financial statement preparation
- 8) Set-up of banking relationships
- 9) Preparation for annual audit

Additional services provided by Green Dot were detailed earlier in the charter.

Element 10: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's 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 School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
 - Copy of parental notice of expulsion hearing
 - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
 - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
 - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address 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 Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

REINSTATEMENT

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Discipline Foundation Policy

Students shall not be suspended or expelled for academic failure. Students shall only be suspended or expelled for actions as defined by Element 10 of this charter petition.

Green Dot has a progressive student discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Student Policy Manual, which is prepared to be consistent with applicable law, this charter petition and any policies and procedures as stated herein. The discipline policy of Ánimo Jackie Robinson will be reviewed with students and parents, by the Principal or designee, upon admission to Ánimo Jackie Robinson and the signing of the Student Policy Manual. Parents and students who fail to sign the Student Policy Manual do not relieve any obligation to adhere to Green Dot’s student discipline plan, but by signing the Student Policy Manual, students and parents confirm receipt and acknowledge their understanding of and their responsibility to the standards set forth in the student discipline policy. The plan includes day-to-day discipline including, but not limited to, warnings, school detentions, parent-teacher communication, student conduct agreements, counseling referrals, written assignment or reflections, in-school suspensions, Saturday schools, campus community service, disciplinary probation, and guidelines for suspension and expulsion. Understanding the impact of a loss of instructional time, students are provided assignments for completion during an out-of-school suspension and are afforded the opportunity to complete work upon return should it not be available at the time of the suspension.

Ánimo Jackie Robinson’s student discipline policy defines student responsibilities, unacceptable behavior, and the consequences for noncompliance. The discipline policy promotes learning and protects the safety and well-being of all students, staff, and visitors at the school and serves the best interests of the school’s students and their parents/guardians. Green Dot and Ánimo Jackie Robinson administrators have reviewed the suspension and expulsion portion of the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a student may/must be suspended or expelled. These procedures are prepared to provide due process to all students. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

The Charter School’s discipline plan follows the District’s Discipline Foundation Policy. The school implements school-wide behavior supports and alternatives to out-of-school suspension. The school follows the Structures for Success, Teaching Expectations, Observing and Monitoring student behavior, Interacting Positively and Correcting Fluently (“STOIC”) classroom management model from Safe and Civil schools as foundation for addressing student behavior.⁴⁶ This comprehensive model focuses on providing students with clear expectations, actively supervising student behavior and correcting misbehavior promptly and with positive interactions. The STOIC model creates transparent expectations for students and staff and is the framework for the school’s positive behavior and intervention systems. Examples include: merit card program, teacher and student mediation, in-school suspension, parent-student shadow days, written student reflections and campus community service. Merit cards are a part of a positive behavior support system that acknowledges students’ positive contribution to the school

⁴⁶ More information about the STOIC classroom management model is available here:
<http://www.safeandcivilschools.com/>

community both inside and outside of the classroom. The merit card program may include recognition events and/or celebrations of students who reach a threshold amount of merits.

The MTSS model outlines academic, behavioral and social-emotional supports for all students at different tiers. All students receive behavioral supports at the Tier 1 level through a school-wide Positive Behavior Support System representing universal practices. At the Tier 2 level, more intensive support may be provided with mentoring programs, behavior support groups, and other interventions both in the classroom or outside the classroom for students not responding to Tier 1 supports. If a student continues to struggle, the MTSS team will determine if there are specific individual interventions (Tier 3) necessary to address the student's needs or if a referral to the Student Success Team is required. A Student Success Team referral may take place based on the need for individualized behavioral interventions, but would also include a comprehensive review of the student's needs academically as, well as social-emotionally. If, through the process, the Student Success Team suspects a disability, an assessment plan would be created in order to complete a comprehensive psychoeducational evaluation. For students with an IEP who are having behavioral challenges and who are in need of additional behavioral supports and interventions which are not currently in the IEP, the school would convene an IEP team meeting in order to add or revise a behavior support plan or consider other behavioral supports or whether or not a functional behavior assessment is warranted. The IEP team may also consider a re-evaluation of the student in order to determine a possible change in eligibility or to gather additional information to plan other changes to the student's plan.

The Charter School will monitor behavioral data, including in and out of school suspensions, attendance, and classroom based infractions to ensure a data-driven approach to supporting student interventions and alternatives to suspension. When applicable, restorative practices will be implemented as alternatives to suspension.

Any campus community service issued pursuant to this Discipline Foundation Policy may take place before, after or during the school day. Any campus community service issued during the school day shall not prohibit a student's time for lunch or remove that student from instructional time.

Language translation and other necessary accommodations will be provided for students and parents as needed during any discipline conference, including the Discipline Review Board and Discipline Review Panel.

Progression of Disciplinary Procedures

A restorative approach will be applied whenever possible to build connection with the school community. Restorative practices may include, but are not limited to, community circles, mediation, restorative dialogue and conferences. School Behavior data is monitored through PowerSchool, Green Dot's student information system. PowerSchool provides teachers and administrators the ability to log positive behavior, interventions, and consequences as needed. Additionally, Green Dot's internal Tableau system includes customized reports that school sites use to monitor progress over time.

Teacher Detention

Teachers are responsible for the day-to-day discipline in their classrooms with the understanding that teachers have many different roles beyond just disciplinarians. Teachers work with their students to meet their individual needs and teachers and students work together to find a common ground in the classroom, to ensure that learning can take place. Teachers are provided professional development on classroom management during summer professional development, and on-going throughout the school year during weekly Professional development. Professional development will include data analysis, review of school policies, alignment of grade level teams on student expectations and de-escalation strategies. Disciplinary

options available to the teachers as a Teacher Detention include: warnings, teacher detentions, parent-teacher communication, student conduct agreements, counseling referrals, written assignment or reflections, and discipline referral to the Principal. Teacher detentions may take place during a student's lunch period, but would not prohibit a student time for eating lunch.

As a general rule, any teacher may assign a Teacher Detention to a student for minor classroom misconduct (e.g., chewing gum, passing notes, making inappropriate noises, minor inappropriate conflicts with others, cheating). Minor inappropriate conflicts with others may be determined at the teacher's discretion and include engaging in a verbal argument, inappropriate or disruptive banter or distracting others from the learning environment after multiple redirections of the behavior. Parents will be notified of a teacher detention directly from the teacher assigning the consequence or through the school-wide notification system. When a student has not responded to appropriate in-class interventions or there is a serious violation of the rules, he/she will be referred to the Principal. A serious violation includes any violation listed under the "Grounds for Suspension of Expulsion" section included below.

Administrative Detention

Administrative Detentions are typically held after school. During the detention period, students are to sit quietly. No activity such as listening to music or sleeping is permitted. The detention will consist of an activity (e.g., writing an assignment, sitting quietly in a classroom, assisting with cleaning the campus) that appropriately corresponds to the student's misconduct that led to the detention. Students may also complete classroom assignments and homework or complete a reflection on their misconduct. School events, activities, or athletics are not valid reasons for missing an Administrative Detention.

Once a student is issued Administrative Detention, the student's parent/guardian is notified by telephone by the Principal or designee. Administrative Detentions are held multiple days per week to allow students to serve their detention on a day that is convenient for the family. Green Dot will use a progressive discipline system as defined in Ánimo Jackie Robinson's Student Policy Manual to intervene in student behavior.

Grounds for Suspension and Expulsion

Suspension

Suspension is intended to maintain established policies and standards of behavior to promote learning and protect the safety and well-being of all students.

An in-school suspension shall be preceded by a conference conducted by the Principal or designee with the student and that student's parent/guardian and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal or designee.

If a student is issued an in-school suspension without this conference, both the parent/guardian and student shall be notified by the Principal or designee of the student's right to return to school for the purpose of a conference. Parents are notified via phone, written in-school suspension notice and in person if possible.

A student serving an in-school suspension reports to school at the regular time in compliance with the Ánimo Jackie Robinson's school uniform requirements. Additional information about Ánimo Jackie Robinson's school uniform requirements can be found in the Student Policy Manual. Any student in need of a uniform may request assistance from the main office. Uniforms will be provided free of charge upon request. Each teacher will give the student written assignments that he/she must complete under the direct supervision of the Principal or designee. Teachers may conference with the student during their planning period to provide direct instructional support as needed. In addition to instructional support, students will be provided with counseling services as deemed appropriate. Social-emotional learning curriculum may

be used to allow for individual reflection and to prepare the student to reintegrate into the school community. The student will not attend any classes or school-scheduled breaks (e.g., nutrition/recess, lunch). The student will eat lunch in the assigned room. The assigned room may be a classroom, counseling center or other office space, as deemed appropriate by the school, and will be supervised at all times by an appropriately credentialed Ánimo Jackie Robinson staff member.

Whether suspension occurs in or out of school, the maximum number of consecutive days a student may be suspended is five (5) days, unless the suspension is extended pending an expulsion hearing with Green Dot's Discipline Review Panel ("DRP"). Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended pending an expulsion hearing. If the student has an IEP or 504 Plan and the suspension would result in the student having been suspended for more than ten (10) days cumulatively, the Charter School must determine whether or not a manifestation determination is required. The will Discipline Review Panel ("DRP") consist of at least the following members and no more than five staff members:

- Area Superintendent, Vice President of Schools, or Chief Academic Officer
- Two administrators from a campus not bringing forth the case⁴⁷
- Two teachers/counselors from a campus not bringing forth the case

For students on suspension pending an expulsion hearing, the Charter School entered a Memorandum of Understanding ("MOU") with the District. This MOU dictates that the District will provide instructional services for students on suspension pending an expulsion hearing. If the Charter School exits the MOU or the parent declines alternative placement, the School will work directly with parents/guardians to facilitate the pick-up and delivery of academic work for each course through the Charter School's main office. Work may be picked up and delivered on a daily basis, but this should occur at least once per week. Home schooling or the facilitation of an instructor to the student's home for a designated amount of time per week will be utilized for students on an as-needed basis. School administration will arrange for students to take exams, both teacher-administered and state tests, in Ánimo Jackie Robinson's main office under appropriate supervision as needed.

Suspension Procedures

In advance of a student discipline determination, including a decision to suspend a student, the Charter School administrators will conduct a thorough investigation collecting evidence, including statements from possible witnesses, to ensure that all relevant information is considered before assigning interventions or consequences. Suspensions shall be initiated by the Principal or designee according to the following procedures:

1. Conference

Suspension shall be preceded by a conference conducted by the Principal or designee with the student and that student's parent/guardian 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 by the Principal or designee of the student's right to return to school for the purpose of a conference. Parents are notified via phone, written suspension notice and in person if possible.

⁴⁷ Administrators, teachers and counselors are scheduled in advance to serve on DRPs. To ensure impartially, replacements can be made at any time.

At the conference, subject to any omitted conference due to an emergency situation described in the preceding paragraph, the student shall be informed of the reason for the disciplinary action and the evidence against them. The student shall be given the opportunity to present their version and evidence in their defense. This conference shall be held within two (2) school days of the date that the Charter School received knowledge of the suspendable offense, unless the student's parent or legal guardian waives this right, expressly is unwilling to attend, or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with the Principal or designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference. As a part of the conference, the Charter School will work with parents/guardians and students to facilitate the daily pick up and delivery of academic work through the Charter's School's main office. A student will be eligible to make- up any assignments missed during a suspension.

2. Notice to Parents/Guardians

At the time of the suspension, the Principal 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(s) committed by the student as well as the date and time when the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. The notice will also include rights and procedures for suspension appeal. If the Principal or designee wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to the Principal or designee the next school day. There shall be no penalty to the student should the parent fail to respond to this request.

Matrix for Suspension/Expulsion Recommendations

Category I Student Offenses with No Principal Discretion (except as otherwise precluded by law)	Category II* Student Offenses with Limited Principal Discretion	Category III* Student Offenses with Broad Principal Discretion
Principal <u>shall immediately</u> suspend and 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>	Principal <u>must</u> 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> <u>unless</u> the principal determines that the expulsion is inappropriate.	Principal <u>may</u> suspend and 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>

1. Possessing, selling, or furnishing a firearm.	1. Causing serious physical injury to another person, except in self-defense.	1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious.) 2. First offense of possession of marijuana of not more than one ounce, or alcohol. 3. Unlawfully offered, arranged, or negotiated to sell a controlled substance.
2. Brandishing a knife at another person.	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the student.	4. Caused or attempted to cause damage to school or private property, including but not limited to, electronic files and databases. 5. Stole or attempted to steal school or private property. 6. Possessed or used tobacco or nicotine products. 7. Committed an obscene act or engaged in habitual profanity or vulgarity.
3. Unlawfully selling a controlled substance.	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)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. 9. Knowingly received stolen school or private property, including but not limited to, electronic files and databases. 10. Possessed an imitation firearm. 11. Engaged in harassment, threats, or intimidation against a student or group of students or school district personnel.
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in Education Code Section 48900[n]). ⁴⁸	4. Robbery or extortion.	12. Engaged in sexual harassment. 13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. 14. Made terrorist threats against school officials or school property, or both. 15. Willfully used force or violence upon the person of another, except in self-defense.
5. Possession of an explosive or destructive device.	5. Assault or battery upon any school employee.	16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a disciplinary action. 17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. 18. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. 19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a student or school personnel. 20. Aided or abetted the infliction of physical injury to another person (suspension only).

*A decision to expel a student for any of the above acts shall be based on a finding of one or both of the following: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and (2) due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the student or others.

Student Discipline Review Board

⁴⁸ Education Code Section 48915(c) identifies all offenses in this Category I column without reference to other EC sections, except for Education Code Section 48915(d) that specifically refers to Education Code 48900(n).

Each school year, the Charter School will create a standing committee of at least five members for its Discipline Review Board (“DRB”), which is an advisory committee to the Principal or designee (Assistant Principal or Dean of Students) on student discipline-related issues. The DRB convenes to hold a parent conference when a student commits a serious violation of the discipline code (Categories I and II as identified in matrix above) or has broken the terms of that student’s particular individualized student conduct agreement. The DRB is a site-based committee that may recommend interventions following a serious disciplinary infraction or advise a principal to recommend expulsion to the DRB. The DRB does not determine suspensions or expulsions. The DRB is comprised of at least 3 teachers, and may also include a classified employee, counselor, or dean. The DRB will not include more than 7 staff members. The Principal or designee is the facilitator of the DRB and convenes a DRB conference when needed. All other members of the DRB participate in this DRB conference by reviewing evidence, asking pertinent questions of the Principal, students and/or family members, discussing interventions, and making a recommendation for next steps. It is the responsibility of the Principal or designee to have available all pertinent materials for each gathering.

The Principal or designee should schedule the DRB conference when the suspension paperwork is issued for a serious violation of the discipline code (Categories I and II as identified in the matrix above) or when the student has broken the terms of that student’s particular individualized student conduct agreement. While it is important that all evidence is collected in advance of the DRB conference, it must occur before the student returns to school at the end of the suspension period. The DRB may recommend to the Principal or designee disciplinary action, terms of probation, and expulsion. The Principal or designee considers the DRB’s recommendation and makes the final disciplinary decision or expulsion recommendation. While five (5) school days is the maximum initial suspension allowed; following the DRB conference, suspension may be extended pending the results of the Discipline Review Panel (“DRP”) hearing, as the student does not return to campus while they are pending the expulsion hearing, which will be held within 30 school days.

Expulsion – Dismissal from School

A student may be expelled from Ánimo Jackie Robinson for any of the violations listed above in the section titled: “Matrix for Suspension/Expulsion Recommendation,” upon recommendation from the Principal pursuant to the DRB conference and after a DRP hearing.

Upon an expulsion recommendation by the Principal or designee, the student and the student’s guardian or representative will be invited to a conference with the Principal or designee to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student’s presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student’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 school 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 if modified by Green Dot’s Chief Academic Officer and such modification is in writing), 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 student 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;
- Unlawfully selling a controlled substance;
- Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]); and
- Possession of an explosive or destructive device.

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

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 Principal or occurring within any other school district. That act may occur 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 4) during or while going to or coming from a school-sponsored activity.

Authority to Expel

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Discipline Review Panel (“DRP”) following a hearing before it. The DRP will consist of at least the following members and no more than five staff members:

- Area Superintendent, Vice President of Schools, or Chief Academic Officer
- Two administrators from a campus not bringing forth the case⁴⁹
- Two teachers/counselors from a campus not bringing forth the case

At the beginning of the academic school year, a schedule is composed for all administrators to be “on call” for a particular month should their presence be needed at a DRP hearing.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled within the thirty (30) school days after the Principal or designee determines that the student will

⁴⁹ Administrators, teachers and counselors are scheduled in advance to serve on DRPs. To ensure impartially, replacements can be made at any time.

be recommended for expulsion. A hearing will be held even if a student does not request a hearing for purposes of creating a record that the expulsion was done in accordance with Green Dot procedures.

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

Written notice will be mailed by the Principal or designee at least seven calendar days before the DRP hearing and will include student identification information, a description of the alleged misconduct, the applicable expulsion provision as listed in the above Matrix for Suspension/Expulsion Recommendations, student rights for due process, a description of the expulsion proceedings, the right to representation by counsel or advocate, the right to question all witnesses who testify at the hearing, the right for the hearing to be held in public session, the right to inspect and obtain all copies of documentation, the right to present evidence on the student's behalf, the date, time and location of the hearing, the right to receive language translation, the right to request a reasonable accommodation, and the right to request a postponement. Upon mailing the written notice, the Principal or designee's responsibility, it shall be deemed served upon the student.

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

Within ten (10) school days after this hearing, the DRP facilitator (an Area Superintendent, Vice President of Schools, or Chief Academic Officer) will provide the student/parent/guardian/authorized representative with the Findings of Fact, which will include a description of the outcome of the hearing. If the DRP recommends against expulsion, the student will be immediately reinstated and permitted to return to an instructional program. If the DRP confirms the Principal's or designee's recommendation for expulsion, the Findings of Fact will include an expulsion order, a rehabilitation plan, and any other recommendations the DRP determines to be appropriate. The rehabilitation plan typically requires a student to maintain satisfactory attendance, enrollment in a school setting, make academic progress, and not return to the school campus from which they were expelled. Depending on the expellable offense, counseling may be recommended. A sample Findings of Fact template is available upon request. If a student is expelled, Green Dot's Education Team will assist parents in finding a new placement for an expelled student by advising parent to call the local district Student Discipline 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.

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Discipline Review Panel at the time of the expulsion order. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission. Upon request from a student's parent or guardian, or a pupil who holds their own educational rights, the decision to readmit a student shall be made by the Discipline Review Panel. The DRP will determine whether the student has successfully completed the rehabilitation plan. The student's readmission is also contingent upon the capacity of the Charter School at the time the student seeks readmission.

In a hearing in which a student is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during their testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. These requirements shall

not preclude the person presiding over an expulsion hearing (i.e. Area Superintendent, Vice President of Schools, or Chief Academic Officer) from removing a support person whom the presiding person finds is disrupting the hearing. Further, in a hearing in which a student is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, evidence of specific instances of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence to be heard. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Presentation of Evidence

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

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Appeal Rights

Students/parents/guardians have the right to appeal suspensions and expulsions. In order to appeal a suspension or expulsion, the student/parent/guardian must submit a written appeal to the Chief Academic Officer outlining the reason for the appeal, attaching any supporting documentation, within 30 calendar days from the date of the suspension or, in the event of an expulsion, within 30 calendar days from the date of the DRP's issuance of its Findings of Facts.

If requested, a suspension/expulsion appeal meeting will be held with the Chief Academic Officer and the student/parent/guardian. The Chief Academic Officer will review the supporting documentation attached to the written appeal and hear the basis for the appeal from the student/parent/guardian/authorized representative. A decision will be made on the appeal based on a review of all evidence and the Finding of Facts within 10 calendar days from the date of the expulsion appeal meeting unless an extension is mutually agreed upon between the student/parent/guardian/authorized representative and the Chief Academic Officer. If denied, the student/parent/guardian/authorized representative may appeal this decision to the Green Dot Board of Directors within 10 calendar days of the denied appeal. An appeal hearing will be scheduled to be heard by the Board within 30 calendar days of receipt of the appeal to the Board.

If the expulsion appeal goes to the Board, the Green Dot Discipline Appeal Committee ("DAC") will hold a closed session meeting to hear the appeal. The DAC is a Board Committee whose membership consists entirely of Board members. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing. The DAC's duly authorized jurisdiction includes student expulsion hearings. The DAC will review all relevant materials including, but not exclusive to:

- All documents submitted during the DRP hearing by the student and the school,
- The Findings of Fact and Expulsion Order,
- Appeal letter(s) to the Chief Academic Officer and Response, and
- Letter from parent requesting an appeal to the Board.

The scope of the Board's review shall be limited to:

1. Whether the DRP acted without or in excess of its jurisdiction;
2. Whether there was a fair hearing;
3. Whether there was a prejudicial abuse of discretion in the hearing; and
4. Whether there is relevant and material evidence, which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing.

Post-Board Appeal Process

The DAC will issue a decision within 10 calendar days from the date of the expulsion appeal DAC meeting unless an extension is mutually agreed upon between the student/parent/guardian/authorized representative and the DAC. If the DAC upholds the appeal such that the expulsion is overturned, the student will be immediately reinstated and permitted to return to an instructional program. If the DAC confirms the recommendation for expulsion, the decision will include the DRP's and/or Chief Academic Officer's expulsion order, a rehabilitation plan, and any other recommendations the DAC determines to be appropriate. With any decision upholding an expulsion, the DAC shall provide students/parents/guardians/authorized representatives with support from Green Dot to find alternative placement. Green Dot provides parents/guardians with LACOE contact information for support to find an alternative placement, and Green Dot acts a liaison to the LAUSD Suspension and Expulsion Unit as needed.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Element 11: Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Subject to prevailing applicable law, Ánimo Jackie Robinson teachers, administrators, counselors, special education program administrators, school psychologists, and clinical supervisors shall be a part of the State Teachers' Retirement System (STRS) throughout the duration of the charter school’s existence under the same CDS code. Subject to prevailing applicable law, other employees (e.g., school operations managers, office assistants) shall be covered by the Public Employees' Retirement System (PERS) and Social Security as appropriate throughout the duration of the charter school’s existence under the same CDS code.

Green Dot shall submit retirement contributions to LACOE in a timely manner. Green Dot ensures the accuracy of the STRS/PERS reporting to LACOE based on their long history of working with LACOE. Green Dot Human Resource staff ensure that staff are properly enrolled in STRS/PERS and Green Dot payroll staff ensure the creditable/reportable compensation is properly reported to CalSTRS and CalPERS. Green Dot accounting staff ensure that employer and employee contributions are remitted to STRS/PERS.

Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Ánimo Jackie Robinson is a school of choice; no student is required to attend.

Ánimo Jackie Robinson will support families interested in learning about their enrollment options by guiding them to nearby schools using resources such as LAUSD’s Resident School Finder and connecting them to the Local District Operations for placement. Office staff, counselors, and administrators are all prepared to answer such questions and take individual meetings as requested by families seeking enrollment options.

Element 13: Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14: Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
 Charter Schools Division
 Los Angeles Unified School District
 333 South Beaudry Avenue, 20th Floor
 Los Angeles, California 90017

Cristina de Jesus
 Ánimo Jackie Robinson Charter High School
 1149 South Hill Street, Suite 600
 Los Angeles, CA 90015

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
 Charter Schools Division
 Los Angeles Unified School District
 333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Cristina de Jesus
 Ánimo Jackie Robinson Charter High School
 1149 South Hill Street, Suite 600
 Los Angeles, CA 90015

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15: Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language

provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter

School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the school closes, the Chief Executive Officer and President will serve as the school's closure agent.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Ánimo Jackie Robinson Charter High (also referred to herein as “Ánimo Jackie Robinson” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of 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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district

with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1 – The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(c)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and

Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES**Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the

Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations,

title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws

including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other

characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of

emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general

population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will

enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year

- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
 - P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If

a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s 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 School’s failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
 - Copy of parental notice of expulsion hearing
 - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
 - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
 - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address 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 Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School

must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Cristina de Jesus
Ánimo Jackie Robinson Charter High School
1149 South Hill Street, Suite 600
Los Angeles, CA 90015

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the

date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Cristina de Jesus
Ánimo Jackie Robinson Charter High School
1149 South Hill Street, Suite 600
Los Angeles, CA 90015

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and

overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports

3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties

may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

- (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot

exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does

not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter

agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District’s and Its Board of Education’s status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter

School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter

and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)