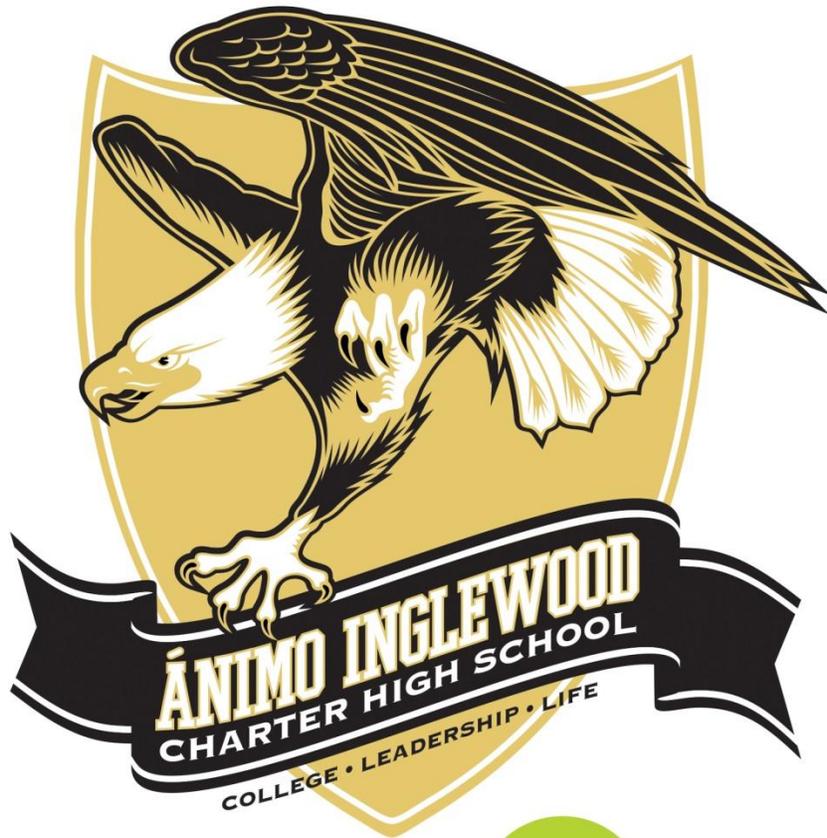


Ánimo Inglewood Charter High School
A California Public Charter School



Green Dot Public **schools**[™]

Request for Five-Year Renewal Term
July 1, 2015 to June 30, 2020

Submitted to Inglewood Unified School District
December 12, 2014

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Assurances and Affirmations

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

- 1) Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).
- 2) Not charge tuition. Ed. Code § 47605(d)(1).
- 3) 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. Ed. Code § 47605(d)(1).
- 4) Except as provided in Ed. Code section 47605(d)(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(d)(1).
- 5) Admit all pupils who wish to attend the school. Ed. Code § 47605(d)(2)(A).
- 6) Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Inglewood Unified School District (also referred to herein as “IUSD” and “District”). Ed. Code § 47605(d)(2)(B).
- 7) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the 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(d)(3).
- 8) Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. 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(c)(1)
- 9) Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

Element 1: The Educational Program

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

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

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

“A description, for the charter school, of annual goals, 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, or the nature of the program operated, by the charter school, 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.”

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

“If the proposed 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.”

GENERAL INFORMATION	
1) The contact person for Charter School is:	Philip Parker
2) The contact address for Charter School is:	3425 W. Manchester Blvd. Inglewood, CA 90305
3) The contact phone number for Charter School is:	(323) 565-2100
4) The address of Charter School is:	3425 W. Manchester Blvd. Inglewood, CA 90305
5) The grade configuration of Charter School is:	9-12
6) The number of students in Year 1 of the renewal term will be:	625
7) The grade level(s) of the students in Year 1 of the renewal term will be:	9-12
8) The scheduled opening date of Charter School is:	June 16, 2015
9) The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	650
10) The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
11) The bell schedule for Charter School will be:	See Element 1, “Sample Bell Schedule (Daily Schedule)”
12) The term of this charter shall be from:	July 1, 2015 to June 30, 2020

Community Need for Charter School

Green Dot Public Schools California (“Green Dot”), a non-profit 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 21 successful charter schools, serving nearly 10,500 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 Inglewood Charter High School (“Ánimo Inglewood” or “Charter School” or “School”) is a charter high school opened by Green Dot in 2002. Since its opening, the school has existed to meet the specific needs of the students and community it serves. Ánimo Inglewood provides students in Inglewood with an alternative choice for their high school public education.

Success of the Innovative Features of the Educational Program

Ánimo Inglewood provides students and parents with a small school environment, personalized approach to learning, and rigorous curriculum. The 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 unit 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 school.

Success of the School’s Educational Program in Meeting the Specific Needs of its Student Population

Ánimo Inglewood’s educational program successfully meets the needs of its diverse student population. Examples of these supports include:

- Implementation of all three tiers of the Multi-Tier System of Supports in Literacy, Math, English Language Development and Special Education
- Intensive interventions for students requiring additional enrichment and support, including Literacy Enrichment, Math Foundations, individualized tutoring, classroom push-in and co-teaching models and small strategic groupings
- An Advisory program for all students 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
- Integrated wraparound services to help address social and non-academic barriers to student learning including small group counseling and individual student counseling
- Proactive and positive student behavior management, including various alternatives to suspension
- Opportunities for students to explore student leadership and other interests through participation in elective courses, student government, after-school programs and clubs

Academic Performance Data

Based on its record of performance, Ánimo Inglewood has successfully implemented its educational program which is evidenced most clearly by its student achievement. Ánimo Inglewood’s 2013 Growth API was 809, and the school had an API State Rank of 8 out of 10 and an API Similar Schools Rank of 10 out of 10. Ánimo Inglewood’s academic performance has outperformed that of nearby high schools including: Inglewood High School (whose 2013 Growth API was 600, API State Rank was 1 and API Similar Schools Rank was 3), Morningside High School (whose 2013 Growth API was 621, API State Rank was 1 and API Similar Schools Rank was 5) and City Honors College Preparatory Academy (whose 2013 Growth API was 757, API State Rank was 5 and API Similar Schools Rank was 9).

Surrounding Schools Demographic Data for 2013-2014

	# of Students	% Students Eligible for Free & Reduced Lunch	% Special Education Students	% of English Learners	% African American or Latino Students
Ánimo Inglewood	624	88.1%	6.3%	13.0%	99.2%
Inglewood HS	1,432	89.9%	11.9%	18.5%	98.3%
Morningside HS	1,111	94.7%	13.4%	28.0%	97.7%
City Honors College Prep	404	81.4%	0.3%	1.7%	96.3%

Surrounding Schools Performance Data for 2013-2014

	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank
Ánimo Inglewood	809	Yes	Yes	788	8	10
Inglewood HS	600	No	No	612	1	3
Morningside HS	621	No	No	626	1	5
City Honors College Prep	757	No	No	799	5	9

Data Sources: CDE Dataquest reports including SY13-14 School Enrollment (# of students, % major ethnicity), SY13-14 Free & Reduced Meals Program (% Students Eligible for Free/Reduced Lunch), SY13-14 English Learners (% of English Learners), 3-Year Average API (API three year average), and 2013 Growth API (Growth API, % of Special Ed. Students, met school-wide/subgroup target, API state/similar school rank);

Note: % of Special Ed. Students calculated as total students with disabilities included in 2013 API divided by total school-wide students included in API.

School Accomplishments

- Since Ánimo Inglewood opened in 2002, the school has graduated nine classes of seniors. The school’s average graduating rate is 92%, which is higher than the graduation rate at its comparison schools.
- Ánimo Inglewood became a California Distinguished School in the 2008-2009 school year.
- In 2006, Ánimo Inglewood became WASC accredited, receiving a 6 year WASC accreditation. In 2012, Ánimo Inglewood was granted another 6 year WASC accreditation.
- Ánimo Inglewood was identified as one of US News’ Best High Schools in 2012 and 2013.

Areas of Challenge the 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 Inglewood 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 Inglewood 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.

Student Population to be Served

Ánimo Inglewood shall be nonsectarian in its programs, curriculum, admission policies, employment practices and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of 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. Ed. Code § 47605(d)(1). While open to all students, Ánimo Inglewood will make a substantial effort to recruit underserved, low-income students in the Inglewood community that would typically attend Inglewood High School, Morningside High School or City Honors College Preparatory Academy. Please see Element 7 for more information on how Ánimo Inglewood will attract

students from these neighborhoods. The table above shows the demographic and achievement data for Ánimo Inglewood’s target student population.

Enrollment

Ánimo Inglewood serves students in grades nine through twelve. Starting school year 2015-16, the school will matriculate approximately 170 ninth grade students each year. At full enrollment, Ánimo Inglewood may serve 650 students. The table below shows Ánimo Inglewood’s projected five-year enrollment.

Projected Five-Year Student Enrollment

Grade	Year 1: 2015-16	Year 2: 2016-17	Year 3: 2017-18	Year 4: 2018-19	Year 5: 2019-20
9	170	170	170	170	170
10	160	160	160	160	160
11	160	160	160	160	160
12	160	160	160	160	160
Total	650	650	650	650	650

Goals and Philosophy

Mission Statement

The mission of Ánimo Inglewood Charter High School (“Ánimo Inglewood” or “Charter School” or “School”) is to prepare ethnically and economically diverse students for college, leadership, and life through innovative instruction, a rigorous curriculum, and the use of technology. We aim to achieve our mission by creating a student-centered environment that unifies the efforts of family, community, and school to foster life-long learning, cross-cultural competency, social responsibility, and academic excellence.

Vision Statement

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

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

Ánimo Inglewood students are "agents of change," individuals who will positively impact our communities. Ánimo Inglewood students will be confident, disciplined, successful, proactive leaders who will excel in college and beyond. Green Dot Public School California (“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.

<p>Goal #1: Ánimo Students will be College-Directed Learners</p> <ul style="list-style-type: none"> • Able to think critically and analytically to understand complex concepts across 	<p>Goal #2: Ánimo Students will be Cultural Learners</p> <ul style="list-style-type: none"> • Aware of cultural differences, unique group histories and diverse perspectives
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<p>the curriculum</p> <ul style="list-style-type: none"> • Meeting A-G requirements and prepared for college • Knowledgeable of college requirements and the application process • Knowledgeable of career field choices and educational pathways 	<ul style="list-style-type: none"> • Exposed to world languages and able to understand the dynamics of language and culture • Able to communicate with sensitivity within and across diverse communities
<p>Goal #3: Ánimo Students will be 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>Goal #4: Ánimo Students will be 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

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 school. To ensure that students will receive the personalized attention they need, Ánimo Inglewood and all schools that Green Dot opens and operates will be based on the core values and academic model that Green Dot has developed over the past fourteen years. Both Green Dot’s core values and academic model are described below, as well as the concepts and practices that are used to ensure they support the needs of the school’s target population.

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 Response to Intervention model
 - Invest in Clinical Services to support retention and success of troubled students
 - Provide enrichment courses for high achieving and gifted students
- **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 educations 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 Academic Model

Green Dot’s academic model is content-neutral and is implemented at all of Green Dot’s middle schools and high schools. The Green Dot 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. At the heart of the TCRP Teacher Development and Evaluation System is the College-Ready Teaching Framework (“CRTF”) – a rubric that defines the core competencies expected of all Green Dot teachers. In addition, teachers will be able to pursue professional development and coaching support from the Instructional Coaches as well as from the Green Dot Home Office 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 advisor and offering 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 in middle school and high school). 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. 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 breakdown these barriers. Green Dot school leaders successfully implement all three tiers of the Response to Intervention Model by appropriately providing intervention in literacy, math, English Language Development and Special Education. Green Dot schools offer an Advisory program that academic guidance, school culture & safety; college and 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. Green Dot’s Advisory programs teach and promote life skills necessary for all students to be successful in college, leadership and life.

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

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

Ánimo Inglewood 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.

Ánimo Inglewood graduates will be Effective Communicators who:

- Utilize technology as a tool for learning and communicating.
- 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.

Ánimo Inglewood 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 Inglewood graduates will be Critical Thinkers who:

- Know how to access information and integrate knowledge.
- Identify and use resources effectively to gather, communicate, and evaluate information.
- Demonstrate the thinking skills of application, analysis, synthesis, and evaluation in a logical and integrated manner.

Ánimo Inglewood graduates will be Life-long Learners who:

- Are open to discovery 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.

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

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 (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) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. 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 Ed. Code section 47605(b)(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 Ed. 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 annual update.” Ed. Code § 47606.5(e).

Refer to “Element 2, Measureable Pupil Outcomes and Element 3, Method by Which Pupil Progress Toward Outcomes will be Measured” for goals related to the Eight State Priorities as identified in the CA Education Code 52060(d) and the actions Ánimo Inglewood will take to achieve these goals. Ánimo Inglewood shall adopt any templates required by the State Board of Education in developing its LCAP.

Instructional Design

Curricular and Instructional Design and Structure

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 (2005) 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 Common Core State Standards or content 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 Techniques:** Based on Teach Like a Champion (2010) 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.
 - Safe & Civil 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 Safe & Civil program administrators 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.

Ánimo Inglewood students take courses that are college-preparatory, aligned with the Common Core State Standards (“CCSS”) and CA State standards, and meet 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. Our graduation requirements emphasize the traditional subjects of Math, Science, English, History and Foreign Language, and 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 Inglewood also offers a variety of electives to provide opportunities for students to explore their interests and passions.

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 unit 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. Starting in 2014-2015, Green Dot schools have implemented the Green Dot Common Assessment Program, which include common unit assessments in ELA, Math, Science and History. These assessments are CCSS-aligned and are designed by Green Dot curriculum specialists in collaboration with school site department chairs.

Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Parent Handbook and meetings with counselors. 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. The process of adapting curriculum to student needs happens throughout the year as the Ánimo Inglewood staff learns more about their incoming classes. Typically, teachers will consult with the Ánimo Inglewood principal, assistant principal or other teachers as part of the adjustment process for their respective courses. The recommended curriculum is based upon the CCSS for ELA and Math, and CA State content standards for History and Science. 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 Inglewood Curriculum¹

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 CAHSEE Prep 	<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 classes.

Summary descriptions of grade level curriculum that will be offered at Ánimo Inglewood can be found below.

**Green Dot High School Curriculum
History/Social Science**

The History-Social Science curriculum is a well-balanced rigorous program based 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. The use of college-level textbooks is encouraged.

Course Title	Grade	Course Length	Credit Type
History/Social Science, History/Social Science Honors, and Advanced Placement Courses			
History of the Americas A/B	10	YEAR	uca, a, cg
World Geography A/B	9-12	YEAR	g
World History A/B	10	YEAR	uca, a, cg
US History A/B	11	YEAR	uca, a, cg
US Government A/B	12	SEMESTER	uca, a, cg
World History Honors A/B	10	YEAR	uca, a, cg
US History Honors	11	YEAR	uca, a, cg
US Government Honors	12	YEAR	uca, a, cg
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

¹ Curriculum is subject to change as it is adapted to meet the needs of the student body on an annual basis.

HISTORY OF THE AMERICAS A – 3001
HISTORY OF THE AMERICAS B – 3002

UC APPROVED (uca, a, cg)

In this course students study the major turning points that shaped the Americas, from North America to South America beginning from the pre-colonial societies through the present, including the colonization and the emergence of independence movements. They will develop an understanding of cultural, political, social and economic continuities and change in modern day Latin America through a historical context. Students will consider multiple accounts in order to understand the complexity of perspective and develop critical thinking. The History Standards will be applied in conjunction with 10th grade California State Standards.

WORLD GEOGRAPHY A – 3088
WORLD GEOGRAPHY B – 3089

NOT UC APPROVED (g)

This course is a study of people, places and environment from a physical and cultural perspective. Through a variety of classroom activities, students will gain an appreciation and understanding of the interdependent world in which they live. Students will analyze and evaluate the connection between their local and global communities. The course will emphasize the practical and responsible application of geography to life situations.

WORLD HISTORY A – 3003
WORLD HISTORY B – 3004

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.

US HISTORY A – 3007
US HISTORY B – 3008

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.

US GOVERNMENT A – 3021
US GOVERNMENT B – 3016

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.

WORLD HISTORY HONORS A – 3060
WORLD HISTORY HONORS B – 3061

UC APPROVED (uca, a, cg)

Honors World History covers world history from 8000 B.C.E. to the 20th century. The course emphasis 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 analyzed 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.

US GOVERNMENT HONORS – 3027

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.

AP WORLD HISTORY A – 3005

AP WORLD HISTORY B – 3006

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 – 3025

AP US HISTORY B – 3026

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 – 3017

AP US GOVERNMENT B – 3018

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.***

English

The English curriculum is a well-balanced rigorous program based 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			
English 9 A/B	9	YEAR	ucb, b, cg
English 10 A/B	10	YEAR	ucb, b, cg
English 11 A/B	11	YEAR	ucb, b, cg
English 12 A/B	12	YEAR	ucb, b, cg
Minority Literature A/B	10-11	YEAR	
World Literature A/B	11-12	YEAR	ucb, b, cg
English 10 A/B Honors	10	YEAR	ucb, b, cg
English 11 A/B Honors	11	YEAR	ucb, b, cg
World Literature Honors A/B	12	YEAR	ucb, b, cg
Expository Reading and Writing Course A/B	12	YEAR	ucb, b, cg
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

ENGLISH 9 A – 2001
ENGLISH 9 B – 2002

UC APPROVED (ucb, 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 10 A – 2003
ENGLISH 10 B – 2004

UC APPROVED (ucb, b, cg)

English 10A/B is a college preparatory reading and writing course. Students read a variety of texts including fiction, expository, poetry, and informational documents. 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 10th grade level text. Writing instruction focuses on strategies to enable students to create coherent and relevant text, including a variety of essays, journals, and letters which address the 10th grade writing application standards and which are necessary to post-secondary college and career requirements.

ENGLISH 11 A – 2005**ENGLISH 11 B – 2006*****UC APPROVED (ucb, b, cg)***

The English 11/American Literature course is intended to prepare students for the challenging demands of any university English program. 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. Students will develop their communication skills via a variety of discussions, debate topics, oral presentations and essay topics. Students are expected to analyze and interpret various texts and articulate their ideas on various class discussion and debate topics. 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 – 2010**ENGLISH 12 B – 2011*****UC APPROVED (ucb, b, cg)***

The English 12 class is designed to cover British and World literature for twelfth grade students. The course will begin with the Anglo-Saxon period and cover core texts from time periods including the Middle Ages, Renaissance, Romanticism, the Victorian Period and the present. Students will develop analytical skills by comparing themes across the different time periods and the philosophies driving each period. Students will continue to develop the writing skills from previous courses including narrative, expository, persuasive and descriptive writing. Oral presentations will be a key component of the class, as students will be required to participate in debates, speeches and Socratic seminar style discussions. Assessments will include unit exams, quizzes, homework and group and individual projects.

MINORITY LITERATURE A - 8280**MINORITY LITERATURE B - 8281*****NOT UC APPROVED (g)***

In this course students will read a variety of fiction, poetry and non-fiction by writers of color, both in the United States and globally. The emphasis will be to highlight the stories, experiences and voice of people who have been traditionally referred to as “minorities” in the US. The teacher will teach it as a literature course, and will include reading, literary analysis and college level writing as assessments. It will be an additional way for students to build their college-level reading and writing skills, while simultaneously learning about themselves and building their own self-concept, as they prepare for college.

WORLD LITERATURE A – 2039**WORLD LITERATURE B – 2040*****UC APPROVED (ucb, 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.

ENGLISH 10 HONORS A – 2022**ENGLISH 10 HONORS B – 2023*****UC APPROVED (ucb, 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 HONORS A – 2032

ENGLISH 11 HONORS B – 2033

UC APPROVED (ucb, 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.

WORLD LITERATURE HONORS A – 2043

WORLD LITERATURE HONORS B – 2044

UC APPROVED (ucb, 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. courses. Summer course work will be assigned and required.

EXPOSITORY READING AND WRITING COURSE A -2049

EXPOSITORY READING AND WRITING COURSE B- 2050

UC APPROVED (ucb, 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.

AP ENGLISH LANGUAGE AND COMPOSITION A – 2015**AP ENGLISH LANGUAGE AND COMPOSITION B – 2017**

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 – 2012**AP ENGLISH LITERATURE AND COMPOSITION B – 2014**

UC APPROVED (ucb, 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.***

English as a Second Language (ESL)

The purpose of ESL courses at Green Dot is to prepare English Learners recently arrived in the U.S. for success in English instruction, including English Language Arts. Skills in all four strands of language—listening, speaking, reading and writing—are systematically developed. Students of mixed grade levels are grouped according to proficiency in English. Cultural knowledge needed for success in U.S. schools is integrated throughout. In schools where there are small numbers of students needing ESL, courses will need to be combined. For instance, ESL 1A and ESL 1B, each semester-long courses, is taught as a year-long ESL 1 class; instruction is differentiated to meet the needs of students at different levels of proficiency.

Depending on student need, it is highly recommended that students in ESL 1 and 2 classes receive their content instruction in their primary language. ESL 3 and 4 students will benefit from English instruction with SDAIE strategies. ESL courses are not recommended for students who have been in the U.S. longer the five years (long-term English Learners), whose language and motivational needs are very different from those of relative newcomers. Each school will use the EL Master Plan and consult with the Director of Literacy Programs and EL Curriculum Specialist 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.

Course Title	Grade	Course Length	Credit Type	Double Blocked
ESL Courses				
ELD 1 A	9 – 12	SEMESTER	g	YES
ELD 1 B	9 – 12	SEMESTER	g	YES
ELD 2 A	9 – 12	SEMESTER	g	YES
ELD 2 B	9 – 12	SEMESTER	g	YES
ELD 3	9 – 12	SEMESTER	ucb, b, cg	YES
ELD4	9 – 12	SEMESTER	ucb, b, cg	YES
Language Arts in Primary Language (LAPL)	9 – 12	1-4 SEMESTERS	g	NO

ESL 1 A – 8346

NOT UC APPROVED (g)

Designed as a class for students new to the country and who score at beginning level on the oral portion of the CELDT. Typical ESL 1A students have had little to no English instruction in their home countries and manifest widely varying levels of literacy in their home language. Hampton Brown *Into USA* materials are used to teach Early Intermediate-level ELD standards. Students enrolled in this class will benefit from content instruction in their primary language and either Spanish for Spanish-speakers or a Language Arts in Primary Language class. Goal of the course, in combination with ESL 1A, is to lift students’ listening, speaking, reading and writing skills to Early Intermediate level. This double-blocked semester-long class replaces ELA and an elective.

ESL 1 B – 8347

NOT UC APPROVED (g)

Prerequisites: Passage of ESL 1A end-of-course exam with 75% or better success, or a score of 100-360 lexiles on the Edge Placement Test.

Designed as a follow-on to the ESL 1A class for students new to the country and who score at beginning level on the oral portion of the CELDT. Hampton Brown *Edge-Fundamentals* materials are used to teach Early Intermediate-level ELD standards. Students enrolled in this class will benefit from content instruction in their primary language and either Spanish for Spanish-speakers, AP Spanish Language or Literature, or a Language Arts in Primary Language class. Goal of the course, in combination with ESL 1A, is to lift students’ listening, speaking, reading and writing skills to Early Intermediate level. This double-blocked semester-long class replaces ELA and an elective.

ESL 2 A – 8348**NOT UC APPROVED (g)**

Prerequisites: Passage of ESL 1B end-of-course exam with 75% or better success, or a score of 360-520 lexiles on the Edge Placement Test. Overall score on CELDT is Early Intermediate

Designed as a follow-on to the ESL 1B class for students who have arrived in the U.S. within the last one to three years. Hampton Brown *Edge-Fundamentals* materials are used to teach Intermediate-level ELD standards in all four domains of language. Students enrolled in this class continue to benefit from content instruction in their primary language, as well as Spanish for Spanish-speakers, AP Spanish Language or Literature, or a Language Arts in Primary Language class. Goal of the course, in combination with ESL 2B, is to lift students' listening, speaking, reading and writing skills to Intermediate level. This double-blocked semester-long class replaces ELA and an elective.

ESL 2 B – 8349**NOT UC APPROVED (g)**

Prerequisites: Passage of ESL 2A end-of-course exam with 75% or better success, or a score of 520-705 lexiles on the Edge Placement Test. Overall score on CELDT is Early Intermediate.

Designed as a follow-on to the ESL 2A class for students who have arrived in the U.S. within the last one to three years. Hampton Brown *Edge-Level A (Units 1-3)* materials are used to teach Intermediate-level ELD standards in all four domains of language. Students enrolled in this class continue to benefit from content instruction in their primary language, as well as Spanish for Spanish-speakers, LAPL or AP Spanish class. Goal of the course, in combination with ESL 2A, is to lift students' listening, speaking, reading and writing skills to Intermediate level. This double-blocked semester-long class replaces ELA and an elective.

ESL 3 – 8350**UC APPROVED (ucb, b, cg)**

Prerequisites: Passage of ESL 2B end-of-course exam with 75% or better success, or a score of 705-840 lexiles on the Edge Placement Test. Overall score on CELDT is Intermediate.

Designed as a follow-on to the ESL 2A class for students who have arrived in the U.S. within the last one to three years. Hampton Brown *Edge-Level A (Units 4-6)* materials are used to teach Intermediate-level ELD standards in all four domains of language. Students enrolled in this class should be placed in highly sheltered SDAIE content classes, as well as Spanish for Spanish-. Goal of the course is to lift students' listening, speaking, reading and writing skills to Early Advanced level. This double-blocked semester-long class, in combination with ESL 4, counts as a (b) ELA class.

ESL 4 – 8352**UC APPROVED (ucb, b, cg)**

Prerequisites: Passage of ESL 3 end-of-course exam with 75% or better success, or a score of 840-1065 lexiles on the Edge Placement Test. Overall score on CELDT is Early Advanced.

Designed as a follow-on to the ESL 3 class for students who have arrived in the U.S. within the last one to three years. Hampton Brown *Edge-Level B* materials are used to teach Early Advanced-level ELD standards in all four domains of language. Students enrolled in this class should be placed in highly sheltered SDAIE content classes. Goal of the course is to lift students' listening, speaking, reading and writing skills to Advanced level. This double-blocked semester-long class, in combination with ESL 3, counts as a (b) ELA class.

LANGUAGE ARTS IN PRIMARY LANGUAGE (LAPL) – 8326**NOT UC APPROVED (g)**

Students needing LAPL are those who have had limited or formal schooling in their home countries and show extremely limited reading and writing skills.

Literacy skills in the language of the home are cultivated to support learning literacy in a second language, as well as to succeed in Spanish for Spanish speakers classes. Spanish literacy materials are used in conjunction with ELA Language Arts standards to develop academic listening, speaking, reading and writing skills in the home language. The class typically has only a few students and must be taught in a differentiated way; students are encouraged to remain in the course until their Spanish literacy skills are strong enough to benefit from instruction in a Spanish for Spanish Speakers class.

Mathematics

The Mathematics curriculum is a well-balanced rigorous program based the California Mathematics Content Standards and Common Core State 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			
Algebra 1 A/B	9	YEAR	ucc, c, cg
Geometry A/B	9-11	YEAR	ucc, c, cg
Integrated Math 1A/B	10	YEAR	ucc, c, cg
Algebra 2 A/B	10-12	YEAR	ucc, c, cg
Trigonometry A/B	10-12	YEAR	ucc, c, cg
Statistics A/B	12	YEAR	ucc, c, cg
Finite Math A/B	11-12	YEAR	ucc, c, cg
Pre-Calculus A/B	11-12	YEAR	ucc, c, cg
Calculus A/B	12	YEAR	ucc, c, cg
Algebra 2 A/B Honors	11-12	YEAR	ucc, c, cg
AP Calculus AB A/B	12	YEAR	ucc, c, cg

ALGEBRA 1 A – 4001

ALGEBRA 1 B – 4002

UC APPROVED (ucc, c, cg)

This is a first year algebra course in which students will learn the power of math in its abstract and its application to real world scenarios. The key content area involves problem solving using different methods such as factoring, graphing, linear and quadratic equations. Students will be presented with real life scenarios and through a series of lessons be able to solve the problems and present their solutions with written proofs, and student taught lessons. Students will demonstrate their ability to reason symbolically. Students will learn different methods to solve quadratic equations including factoring, completing the square, graphically, or through application of the quadratic formula. The course also includes study of monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, ratio, and proportion. This course corresponds to the California State Math Standards and prepares students for the California High School Exit Exam.

GEOMETRY A – 4003

GEOMETRY B – 4004

UC APPROVED (ucc, c, cg)

In this course we will be connecting geometry of the physical world with that of the mathematical world. We will explore the relevance of geometry to our lives and the lives of others. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. It is a course designed to increase the abstract thinking skills needed to achieve in upper level math courses.

INTEGRATED MATH A – 4098

INTEGRATED MATH B – 4099

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 Algebra, Geometry, and Probability and Statistics standards from the Mathematics Framework for California Public Schools. The pedagogical approach will incorporate lecture, discovery, and investigative exercises utilizing main textbook and supplemental materials. The goal of the course is to build a strong algebraic foundation for all higher level mathematics courses.

ALGEBRA 2 A – 4005

ALGEBRA 2 B – 4006**UC APPROVED (ucc, c, cg)**

This course focuses on expanding student knowledge beyond linear functions covered in Algebra I. Quadratic, polynomial, exponential, and logarithmic functions will be discussed in depth. Additional topics include probability, counting principles, and analysis of series will be incorporated as outlined in the *Mathematics Framework for California Public Schools*. The pedagogical approach will incorporate lecture, discovery, and investigation exercises utilizing TI-83 Graphing Calculators, along with reading material from engineering, medical and math journals and industry reports to supplement the textbook.

TRIGONOMETRY A – 4030**TRIGONOMETRY B – 4031****UC APPROVED (ucc, c, cg)**

The curriculum for Trigonometry and Math Analysis is based on the *Mathematics Framework for California Public Schools*. This course incorporates trigonometry concepts as well as mathematical analysis concepts, serving as a preparatory course for calculus. The discipline will include the following topics: trigonometric functions and their graphs, trigonometric identities, trigonometric equations, vectors and parametric equations, polar coordinates and complex numbers, conics, exponential and logarithmic functions, sequences and series, combinatorics and probability, statistics and data analysis, and introductions to calculus. The pedagogical approach will incorporate direct instruction, discovery, and investigation exercises utilizing TI-84 Silver Edition Graphing Calculators.

STATISTICS A – 4040**STATISTICS B – 4045****UC APPROVED (ucc, c, cg)**

This course 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. Examples of games of chance, business, medicine, policy-making, the natural and social sciences, and sports will be explored.

FINITE MATH A – 4101**FINITE MATH B – 4102****UC APPROVED (ucc, c, cg)**

This course is a one-year program in advanced mathematics. It is comparable to the Finite Mathematics courses taught at the college level. The course is designed for students as a senior level mathematics course. It is recommended for students who plan to pursue a college major that does not require calculus and the higher levels of mathematics. Topics include sets and counting, probability, central tendency and dispersion, interest and annuities, linear systems, and linear programming, all with an emphasis on real-world applications.

Through modeling real-world phenomena using basic statistics and probability, linear algebra, and the mathematics of finance, this course will assist students in reaching a level of increased competence in the following areas: logic and reasoning, critical-thinking, problem-solving, using mathematical models to understand and draw conclusions about real-world situations, deductive reasoning and proof, and the use of technology to model and compute.

Upon completion of the course students will be able to:

- A) Solve linear systems using matrices.
- B) Solve optimization problems in two variables using linear programming (graphical methods).
- C) Apply elementary mathematics of finance formulas including compound interest, annuities, and amortization.
- D) Use a graphing calculator to perform complex computations effectively and visually represent results for further analysis.
- E) Calculate measures of central tendency (mean, median, and mode) and measures of dispersion (range, variance, standard deviation) and apply these measures to various data sets.

- F) Apply elementary counting methods, including multiplication principle, combinations, permutations, partitions, and principle of inclusion and exclusion.
- G) Use counting techniques to compute probabilities where outcomes are equally likely.
- H) Apply basic probability theory, including conditional probability, and Bernouli trials

PRE-CALCULUS A – 4007

PRE-CALCULUS B – 4008

UC APPROVED (ucc, c, cg)

This course is a preparatory course for calculus. The discipline will include the following topics: relations, functions graphs, trigonometric and parametric functions, polar coordinates and complex numbers, exponential and logarithmic functions, and discrete mathematics. The curriculum is based on the *Mathematics Framework for California Public Schools*. The pedagogical approach will incorporate lecture, discovery, and investigation exercises utilizing TI-83 Graphing Calculators, along with reading material from engineering, medical and math journals and industry reports to supplement the textbook.

CALCULUS A – 4050

CALCULUS B – 4051

UC APPROVED (ucc, c, cg)

In this class students will explore some deep and fascinating concepts in mathematics. Calculus is one of the richest subjects in mathematics and has far-reaching and ever-growing applications to other areas of study like science, economics, engineering, and many more. The course-load will balance real-world applications with more abstract concepts.

ALGEBRA 2 A HONORS – 4016

ALGEBRA 2 B HONORS – 4017

UC APPROVED (ucc, c, cg)

Algebra II Honors builds on the concepts learned in Algebra I by extending the concepts of complex inequalities and equations, functions, and Analytical Geometry. This is a course designed to help the student understand the structure of algebra, to recognize the techniques of algebra as reflections of this structure, to acquire facility in applying algebraic concepts and skills, to perceive the role of deductive reasoning, and to appreciate the need for precision of the language of algebra. This course is an accelerated mathematics course, which reviews the material taught in Algebra 2, and teaches additional algebraic topics that will prepare the student for college courses in mathematics.

AP CALCULUS AB A – 4010

AP CALCULUS AB B– 4011

UC APPROVED (ucc, c, cg)

Calculus AB and Calculus BC are 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 also are important.

Broad concepts and widely applicable methods are emphasized. The focus of the courses is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although facility with manipulation and computational competence are important outcomes, they are not the core of these courses.

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. These themes are developed using all the functions listed in the prerequisites. ***THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP CALCULUS.***

Laboratory Science

UC-Approved honors level courses in laboratory sciences are generally in the disciplines of biology, chemistry, and physics. 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 pre-requisites. The third course in an integrated science sequence may be considered for honors designation if it has the appropriate breadth, depth, and pre-requisites. All UC-Approved honors level laboratory science courses should be demonstrably more challenging than the college preparatory courses required as pre-requisites. 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. 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 science curriculum offers a balanced and academically rigorous program based on the California Content Standards.

Course Title	Grade	Course Length	Credit Type
Anatomy and Physiology A/B	9-12	YEAR	ucd, d, cg
Biology A/B	9-10	YEAR	ucd, d, cg
Chemistry A/B	10-11	YEAR	ucd, d, cg
Marine Biology A/B	9-12	YEAR	ucd, d, cg
Physics A/B	9-12	YEAR	ucd, d, cg
Physioanatomy A/B	9-12	YEAR	ucd, d, cg
Chemistry A/B Honors	10-12	YEAR	ucd, d, cg
Marine Biology A/B Honors	10-12	YEAR	ucd, d, cg
AP Biology A/B	11-12	YEAR	ucd, d, cg
AP Chemistry A/B	11-12	YEAR	ucd, d, cg

ANATOMY AND PHYSIOLOGY A – 5085

ANATOMY AND PHYSIOLOGY B – 5086

UC APPROVED (ucd, d, cg)

Course content is presented according to body systems, and focuses on the body working together to promote homeostasis. The course content will be taught through 5 major themes in biology: Evolution, Relationship of Structure and Function, Regulation/Homeostasis, Science, Technology and Society, and Science as a Process. Students will investigate science of the human body through inquiry exploration labs to promote critical thinking skills.

BIOLOGY A – 5003

BIOLOGY B – 5004

UC APPROVED (ucd, d, cg)

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 underline disciplines that it covers: Cell Biology, Genetics, Evolution, Physiology, 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.

CHEMISTRY A – 4016

CHEMISTRY B – 4017

UC APPROVED (ucd, d, cg)

Chemistry will provide foundations for college work. 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 and reaction rates will be done. The students will be introduced to organic chemistry, biochemistry and nuclear processes.

MARINE BIOLOGY A – 5034**MARINE BIOLOGY B – 5035*****UC APPROVED (ucd, d, cg)***

This Marine biology course builds upon and extends biological concepts developed during earlier science courses. Students take an in depth look at the physical, chemical, and geological characteristics of the world's oceans. They then investigate the structure, functions, behaviors, adaptations, and classification of a variety of plant and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth's ocean system and they investigate the impact of humans on that system. Laboratory activities include dissection, experimentation, data collection, and data analysis that develop scientific investigation and scientific thinking skills. Also included are several field trips to: Cabrillo Marine Aquarium, Sea-Lab, Malibu lagoon and one-half day research trip on UCLA research vessel.

PHYSICS A – 5010**PHYSICS B – 5011*****UC APPROVED (ucd, d, cg)***

This is an introductory course in the foundations of physics. This course will help students develop a deep understanding of physics principles, as well as how to integrate math to solve physics problems. Laboratory work required of students will help them develop critical thinking skills as well as logical reasoning skills. Students will learn how to apply these skills to physics principles. (1) Provide the student with a physics background in order to help them make real-world applications; (2) Encourage an appreciation for the Sciences; (3) Develop in students a deep desire to learn about physics and Science.

The Physics course covers topics included Newtonian mechanics, one and two-dimensional motion, conservation of energy, wave properties, thermodynamics, electricity, and magnetism. Students will engage in various laboratory experiments to derive and verify laws of physics. Coursework utilizes math and writing strategies provided in the English 9 and Algebra 1 courses.

PHYSIOANATOMY A – 5014**PHYSIOANATOMY B – 5015*****UC APPROVED (ucd, d, cg)***

Course content is presented according to body systems, and focuses on the body working together to promote homeostasis. The course content will be taught through 5 major themes in biology: Evolution, Relationship of Structure and Function, Regulation/Homeostasis, Science, Technology and Society, and Science as a Process. Students will investigate science of the human body through labs to promote critical thinking skills.

CHEMISTRY A HONORS – 5082**CHEMISTRY B HONORS – 5084*****UC APPROVED (ucd, d, cg)***

The 11th grade course in will provide foundations for college work. 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 and reaction rates will be done. The students will be introduced to organic chemistry, biochemistry and nuclear processes.

MARINE BIOLOGY A HONORS – 5036**MARINE BIOLOGY B HONORS – 5037*****UC APPROVED (ucd, d, cg)***

This Marine biology course builds upon and extends biological concepts developed during earlier science courses. Students take an in depth look at the physical, chemical, and geological characteristics of the world's oceans. They

then investigate the structure, functions, behaviors, adaptations, and classification of a variety of plant and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth's ocean system and they investigate the impact of humans on that system. Laboratory activities include dissection, experimentation, data collection, and data analysis that develop scientific investigation and scientific thinking skills. Also included are several field trips to: Cabrillo Marine Aquarium, Sea-Lab, Malibu lagoon and one-half day research trip on UCLA research vessel. This is the more rigorous course offered.

AP BIOLOGY A – 5005**AP BIOLOGY B – 5006*****UC APPROVED (ucd, d, cg)***

The AP Biology Development Committee conducts surveys in which professors at colleges regularly receiving the most AP students respond to a questionnaire asking them to describe the content of their introductory biology courses for biology majors. The AP Course Description that follows was developed by the committee after a thorough analysis of survey results.

The AP Biology Exam seeks to be representative of the topics covered by the survey group. Accordingly, goals have been set for percentage coverage of three general areas:

- I. Molecules and Cells, 25%
- II. Heredity and Evolution, 25%
- III. Organisms and Populations, 50%

These three areas have been subdivided into major categories with percentage goals specified for each. The percentage goals should serve as a guide for designing an AP Biology course and may be used to apportion the time devoted to each category. The exam is constructed using the percentage goals as guidelines for question distribution. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. The ongoing knowledge explosion in biology makes these goals even more challenging.

Primary emphasis in an AP Biology course should be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. ***THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP BIOLOGY.***

AP CHEMISTRY A – 5030**AP CHEMISTRY B – 5031*****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***

Language other than English

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

SPANISH 1 A NON-NATIVE – 1001
SPANISH 1 B NON-NATIVE – 1002

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 – 1006
SPANISH 2 B NON-NATIVE – 1007

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 – 1014
SPANISH 3 B NON-NATIVE – 1015

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 – 1020

SPANISH 1 B NATIVE – 1021***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 – 1003**SPANISH 2 B NATIVE – 1004*****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 the 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 – 1023**SPANISH 3 B NATIVE – 1024*****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 the 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 – 1012**AP SPANISH LANGUAGE B – 1013*****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*¹ (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.

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.***

AP SPANISH LITERATURE A – 1010**AP SPANISH LITERATURE B – 1011*****UC APPROVED (uce, e, cg)***

The AP Spanish Literature course is designed to provide students with a learning experience equivalent to that of a third-year college course in Peninsular and Latin American literature. The course is designed to introduce students to the formal study of a representative body of Peninsular and Latin American literary texts.

In the fall of 1997, ETS conducted a curriculum survey to assess how well the AP Spanish Literature program reflects comparable college courses. An important goal of the survey was to inform the AP Spanish Development Committee in its efforts to ensure that the students presenting AP Spanish Literature grades meet the expectations of the departments granting advanced placement, credit, or both. Questionnaires were sent to the chairs of Spanish departments at colleges and universities to which AP Spanish Literature students most request their scores be reported. Thirty-eight institutions participated in this study. The results of the survey showed that:

1. Among introductory college courses, the literature survey far outnumbers the genre or theme-oriented course.
2. A considerable variety of authors are usually studied at the college level.
3. Most colleges teach authors from before the nineteenth century, and many go as far back as the medieval period.

So that the AP Spanish Literature course more closely approximates an introductory literature course typically taught at the college level, in 2003 the reading list was changed from five authors to a more comprehensive and inclusive list. The expanded reading list introduces students to the diverse literature written in Spanish and thus helps them reflect on the many voices and cultures included in this very rich literature. Because of these revisions to the AP Spanish Literature course, it is easily identified by colleges and universities as comparable to a third-year college Introduction to Peninsular and Latin American Literature course. To ensure that the AP Spanish Literature Exam is maintained at its intended level, special studies are carried out periodically to establish the comparability of performance of college students. Completing a third-year Spanish Literature course and AP students. Those who perform satisfactorily on the AP Spanish Literature Exam may receive credit for a comparable college-level literature course. ***THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP SPANISH LITERATURE.***

Visual and Performing Arts

The curriculum must require 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 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
Advanced Visual Art A/B	9-12	YEAR	ucf, f, cg
AP Art History A/B	9-12	YEAR	ucf, f, cg
Art A/B	9-12	YEAR	ucf, f, cg
Choir A/B	9-12	YEAR	ucf, f, cg
Concert Band A/B	9-12	YEAR	ucf, f, cg
Dance A/B	9-12	YEAR	ucf, f, cg
Digital Arts and Design A/B	9-12	YEAR	ucf, f, cg
Drawing and Painting A/B	9-12	YEAR	ucf, f, cg
Drama A/B	9-12	YEAR	ucf, f, cg
Exploring Music A/B	9-12	YEAR	ucf, f, cg
Film A/B	9-12	YEAR	ucf, f, cg
Film and Composition A/B	9-12	YEAR	ucf, f, cg
Guitar A/B	9-12	YEAR	ucf, f, cg
Music A/B	9-12	YEAR	ucf, f, cg
Musical Theatre A/B	9-12	YEAR	ucf, f, cg
Orchestra A/B	9-12	YEAR	ucf, f, cg
Piano A/B	9-12	YEAR	ucf, f, cg
Play Production A/B	9-12	YEAR	ucf, f, cg
Beginning Instrumental A/B	9-12	YEAR	ucf, f, cg
Instrumental Music A/B	9-12	YEAR	ucf, f, cg
Advanced Band A/B	9-12	YEAR	ucf, f, cg
Stage Band A/B	9-12	YEAR	ucf, f, cg
Visual Art A/B	9-12	YEAR	ucf, f, cg
AP Studio Art 2-D Design A/B	11-12	YEAR	ucf,f,cg

ADVANCED VISUAL ART A – 8142

ADVANCED VISUAL ART B – 8143

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.

AP ART HISTORY A – 8127

AP ART HISTORY B – 8128

UC APPROVED (ucf, f, cg)

The AP Art History Development Committee periodically conducts surveys to determine course content at the institutions that accept AP students. College courses generally cover the various art media in the following proportions: 40–50 percent painting and drawing, 25 percent architecture, 25 percent sculpture, and 5–10 percent other media. The AP Art History Exam reflects these distributions through multiple-choice questions and long and short essay questions.

Art history emphasizes understanding works of art within their historical context by examining issues such as politics, class, religion, patronage, audience, gender, function, and ethnicity. Because these contextual issues cannot be ascertained about prehistoric art, prehistoric art does not appear in the exam.

Beginning with the 2010 exam, prehistoric examples such as the *Woman of Willendorf*, the Caves of Lascaux, and Stonehenge will not be accepted as appropriate examples in Section II of the exam.

The AP Art History course also teaches students visual analysis of works of art. The course teaches students to understand works of art through both visual and contextual analysis. The AP Art History

ART A – 8172

ART B – 8173

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 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.

CHOIR A – 8050

CHOIR B – 8051

UC APPROVED (ucf, f, cg)

The Ánimo choir is a one-year course, which is open to all students who desire to sing in a mixed choir setting (Soprano, Alto, Tenor, Bass). The course is designed to develop vocal skills, including diaphragmatic breathing, vocalization, projection and resonance, and musical skills, such as music reading, rhythmic sensitivity, and songwriting. The class is also designed to foster an appreciation of aesthetic and cultural values through critical listening to live and recorded music. Students will sing a wide variety of vocal literature, representing different languages (e.g. Spanish, Italian, Japanese, Romanian, Russian and Swahili, to name a few), styles, cultures and time periods. Music will be presented as a holistic art form, in which poetry, dance, drama, and visual art all play an integral role in the development of musical knowledge and skill. Students will perform medium-difficult high school literature in concerts and festivals throughout the year, culminating in a school-wide musical in late Spring.

CONCERT BAND A – 8047

CONCERT BAND B – 8048

UC APPROVED (ucf, f, cg)

Concert band is a one-year course open to all students with basic performance skills on a wind or percussion instrument. The course is designed to develop the musicianship, artistic sensitivity, and performance skills of each student through regular class rehearsals and individual practice. Emphasis will be placed on technique development in the beginning stages, with an increasing focus on personal expression and artistic nuances as the year progresses. Students will perform medium-difficult wind band literature for concerts and festivals, as well as their own

compositions and arrangements throughout the year. In the late Spring, the band, orchestra, choir and drama programs will collaborate on a work for musical theater.

DANCE A – 8058
DANCE B – 8059

UC APPROVED (ucf, f, cg)

This year long course will have students create movement using the basic elements of movement in time and space. Students will obtain aesthetic perception and valuing, creative expression, and will study dance heritage. Students will explore and experience various dance styles, techniques, rhythm patterns, and other related dance skills.

DIGITAL ARTS AND DESIGN A – 8125
DIGITAL ARTS AND DESIGN B – 8126

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.

DRAWING AND PAINTING A – 8191
DRAWING AND PAINTING B – 8192

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.

DRAMA A – 8001
DRAMA B – 8002

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 have 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.

EXPLORING MUSIC A – 8041
EXPLORING MUSIC B – 8042

UC APPROVED (ucf, f, cg)

This course will provide an in-depth examination of the music of the 20th century. The course will allow students to have the opportunity to focus on the impact music has had on social and cultural development during the 20th century, as well as the way history has contributed to the development of various music types. The students will explore the changes in music as the century has progressed and how the music exemplifies the culture of the time

period. After performing different musical pieces related to different time periods, students will create their own musical pieces and present them. This course will utilize CA state standards.

FILM A – 8003

FILM B – 8004

UC APPROVED (ucf, f, cg)

This course introduces students to the concepts of the arts behind film as an artistic medium. Students will explore a visual arts curriculum through the use of film medium. Looking at film and photography from a historical and scientific perspective, students will gain an appreciation for what they see visually and for what they themselves are able to create. This course will connect history, science and the arts. Primarily based on the California Visual and Performing Arts Standards students will create their own short films that meet a pre-determined criterion.

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 A – 8027

GUITAR B – 8028

UC APPROVED (ucf, f, cg)

The Arts: 20th Century Music Through Guitar course examines the major American musical genres (like classical, folk, jazz, rhythm & blues, and rock) and their place in U.S. History. Through the "lens" of the guitar, students will understand the way a musical style evolved, the style's impact on social and cultural development during the time period, and the style's evolution from one time period to the next. The course also focuses on formal guitar instruction where beginning students can learn by playing simple tunes, arpeggios, and etudes from each specific musical period. Formal guitar instruction includes traditional music theory, song analysis, and composing.

MUSIC A – 8157

MUSIC B – 8158

UC APPROVED (ucf, f, cg)

This course is designed to be an introduction to musical styles, both western and non-western. Students will learn how music affects their culture and other cultures around the world. Students will learn how music is used in a myriad of situations, from communication to mood setting. Students will learn to recognize music in its written form as well as its aural form. This class has been developed using the California State Standards in Visual and Performing Arts, Music, grades 9-12, proficient.

MUSICAL THEATRE A – 8092

MUSICAL THEATRE B – 8093

UC APPROVED (ucf, f, cg)

This class is an introduction to the Musical Theater genre. This class will provide students the opportunity to explore acting exercises, simple movement for musical theater and an introduction to singing. Students will learn songs and movement from current and classic musicals in preparation for an end of semester in class presentation.

ORCHESTRA A – 8049

ORCHESTRA B – 8150***UC APPROVED (ucf, f, cg)***

String Orchestra is a one-year course open to all students with basic performance skills on an orchestral instrument (violin, viola, cello and contrabass). The course is designed to develop the musicianship, artistic sensitivity, and performance skills of each student through regular class rehearsals and individual practice. Emphasis will be placed on technique development in the beginning stages, with an increasing focus on personal creativity and artistic expression as the year progresses. Students will perform medium-difficult orchestral literature from a variety of cultural backgrounds (European classical, South American, gipsy music, Jewish folk music) at concerts and festivals. Throughout the year, they will also perform their own compositions and arrangements. In the late Spring, the band, orchestra, choir and drama programs will collaborate on a work for musical theater.

PIANO A – 8044**PIANO B – 8045*****UC APPROVED (ucf, f, cg)***

This course is an introduction to basic piano techniques. Emphasis will be on scales, chords, and beginning to intermediate music. Additional applications will include sight-reading, transposition, harmonization, ensemble performance, and use of various accompaniment patterns.

PLAY PRODUCTION A – 8030**PLAY PRODUCTION B – 8031*****UC APPROVED (ucf, f, cg)***

The Play Production course focuses on the artistic, technical, managerial, and financial elements of a dramatic production. Students will assume positions of responsibility on selected school productions as a semester project, and will have an opportunity to participate in several types of artistic situations. The course prepares students to understand the skills needed involved in theatre work.

BEGINNING INSTRUMENTAL A – 9843**BEGINNING INSTRUMENTAL B - 9862*****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.

INSTRUMENTAL MUSIC A – 9863**INSTRUMENTAL MUSIC B – 9864*****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.

ADVANCED BAND A – 9193**ADVANCED BAND B – 9194*****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 DRAWING AND PAINTING A- 8278
ADVANCED DRAWING AND PAINTING B- 8279

NOT UC APPROVED (g)

Advanced Drawing and Painting is designed to provide students with an opportunity for developing individual artistic voice while engaging in advanced exploration of these art forms. Students who are not enrolling in the AP Studio class but wanting to take another art elective would have the opportunity to do so with this class. In the class students develop a strong personal aesthetic based on their study of historically relevant art and on their knowledge of the elements of art and principles of design. Using these explorations, students achieve deeper cognitive meaning in their artwork.

ADVANCE INSTRUMENTAL MUSIC A- 8276
ADVANCE INSTRUMENTAL MUSIC B -8277

NOT UC APPROVED (g)

Students skills, ear training and dictation, composition, theoretical analysis, and playing in multiple genres will continue their study of music fundamentals including music appreciation and listening

ADVANCED DIGITAL ART AND PHOTOGRAPHY A- 8274
ADVANCED DIGITAL ART AND PHOTOGRAPHY B- 8275

NOT UC APPROVED (g)

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.

STAGE BAND A – 8132
STAGE BAND B – 8133

UC APPROVED (ucf, f, cg)

Stage Band is a one-year course open to all students with a basic performance level on an instrument. This course is designed to increase the skill and performance levels of each student, and to develop aesthetic and cultural values through critical listening. Students will perform medium to difficult high school literature for performances. Emphasis will be on portfolio preparation for advanced study and career development.

VISUAL ART A – 8055
VISUAL ART B – 8056

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.

AP STUDIO ART 2D DESIGN A/B- 8272
AP STUDIO ART 2D DESIGN A/B- 8273

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.

UC Approved G Electives

Course Title	Grade	Course Length	Credit Type
AP Psychology A/B	9-12	YEAR	ucg, g, cg
Chicano Studies A/B	9-12	YEAR	ucg, g, cg
Cultural Relations A/B	9-12	YEAR	ucg, g, cg
Economics	11-12	SEMESTER	ucg, g, cg
Economics Honors	11-12	SEMESTER	ucg, g, cg
Engineering and Robotics A/B	9-12	YEAR	ucg, g, cg
Foundations of Science A/B	9-12	YEAR	ucg, g, cg
Integrated Science 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
Psychology A/B	9-12	YEAR	ucg, g, cg
Urban Sociology A/B	9-12	YEAR	ucg, g, cg

AP PSYCHOLOGY A – 5091

AP PSYCHOLOGY B – 5092

UC APPROVED (ucg, g, cg)

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. ***THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP PSYCHOLOGY.***

CHICANO STUDIES A – 3070

CHICANO STUDIES B – 3071

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.

CULTURAL RELATIONS A – 8258

CULTURAL RELATIONS B – 8259

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 groups 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 – 3056

UC APPROVED (ucg, g, cg)

Students will develop and 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 – 3028

***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 *Freakanomics*, *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 – 5087

ENGINEERING AND ROBOTICS B – 5088

***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.

INTEGRATED SCIENCE A – 8142

INTEGRATED SCIENCE B – 8143

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

Integrated Science 1 is a comprehensive college preparatory science elective class designed to meet the following criteria:

- Prepare students for college preparatory Biology, Chemistry, and Physics;
- Provide students with extensive knowledge in certain areas in each of the science disciplines, such as:
 - Plate Tectonics
 - Volcanoes and Earthquakes
 - Plate Boundaries
 - Waves
 - Properties of Waves
 - Electromagnetic Wave Spectrum
 - Mechanical Waves
 - The Doppler Effect
 - Electric and Magnetic Phenomena
 - The Periodic Table
 - Atomic Structure
 - Acids and Bases
 - Chemical Bonds
 - Ecology
 - Evolution
- Provide the student with a broad background in the sciences and their real-world applications;
- Encourage an appreciation for the Sciences;
- Develop in students a deep desire to learn about Science.

INTRODUCTION TO ENGINEERING A – 5087**INTRODUCTION TO ENGINEERING B – 5088*****UC APPROVED (ucg, g, cg)***

Students will investigate various aspects of the engineering field, with special emphasis on the design process and understanding the physical, chemical, and biological principles that underlie the practice of each. Students will use tools and technologies of the engineering trade to design and conduct meaningful investigations in science and engineering. Engineering investigations will be rooted in real, local environmental areas of concern, and promote exploration of the connections between science and society. This course will prepare students for life-long learning and for future science and engineering careers as they continue their studies in technical or university programs.

INTRODUCTION TO JOURNALISM A – 8062**INTRODUCTION TO JOURNALISM B – 8063*****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.

PSYCHOLOGY A – 1050**PSYCHOLOGY B – 1051*****UC APPROVED (ucg, g, cg)***

This course surveys the major principles of psychology. Introduces the history of psychology, human development, personality, abnormal behavior, social psychology, feelings and emotions, research methodologies, experimental psychology, psychophysiology, learning and memory, altered states of awareness, sleep and dreams, and industrial and organizational psychology.

URBAN SOCIOLOGY A – 8250**URBAN SOCIOLOGY B – 8251*****UC APPROVED (ucg, g, cg)***

Sociology is essentially the study of society and individuals and how each interacts with the other. Urban sociology allows us to examine how conditions in our communities have been shaped, and how our experiences in the city have affected us as individuals. For people who live in inner cities, nobody needs to tell them that society is unjust or unequal – they live it. The problem is, many of us have lived with injustice so long that we may not have stopped to think about why things are the way they are or how they got to be this way. A sociologist's role is not to describe *what* is happening, but to uncover the hidden layers of meaning and explain *why*, so that we can move towards answering the more important question of how we can *change* it.

While there are hundreds, if not thousands, of sociological theories and lenses we could use to understand all the “why’s,” we will only be focusing on a few. Students will get to know and understand these concepts very well, and be able to evaluate individual experiences and societal conditions through them. To this end, we will be examining readings from university-level sociology courses.

In addition to rigorous reading assignments, contemporary knowledge and understanding will be drawn from students' experiences, news stories and articles, popular culture, music, and alternative media. Students will be encouraged to read a major newspaper every day and listen to the radio for connections to course themes. The contemporary information will allow us to better see historical processes in motion, as well as make the course material relevant.

Green Dot Intervention Courses

Course Title	Grade	Course Length	Credit Type
English Language Arts			
Literacy Enrichment A/B	9-12	YEAR	0.5
English 9 Literacy A/B	9	YEAR	0.5
Literacy Intervention 1A/B	9	YEAR	0.5
Literacy Intervention 2A/B	10	YEAR	0.5
Composition 9 A/B	9	YEAR	0.5
Advanced Composition 10 A/B	10	YEAR	0.5
Academic English Essentials A/B	10	YEAR	0.5
Mathematics			
Math Support A/B	9	YEAR	0.5
Study Skills/ Organization			
Curriculum Skills A/B	9-12	YEAR	0.5
Academic Success A/B	9-12	YEAR	0.5
College and Career Readiness			
Senior Seminar A/B	12	YEAR	0.5
College Readiness A/B	9-12	YEAR	0.5
Career Readiness A/B	9-12	YEAR	0.5
Advisory			
Team Advisory A/B	9-12	YEAR	0.5

READING

LITERACY ENRICHMENT A – 2027

LITERACY ENRICHMENT B – 2028

*** 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.

Our goal for next year is to hire a full-time reading teacher who will run the Read 180 program.

COMPOSITION 9A-2068

COMPOSITION 9B-2069

The Composition Course is designed to introduce 9th grade 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.

ACADEMIC ENGLISH ESSENTIALS A – 2101
ACADEMIC ENGLISH ESSENTIALS B – 2012

AEE is designed as a year-long intervention for 10th grade students who score in the 500-900 range of the SRI after finishing the 9th grade Read 180 class. It may also be used as an intervention class for English learners needing additional literacy support. In 2012-13, AEE 10 will address reading and writing strategies necessary to pass the CAHSEE with proficiency and will also be aligned to the CA Common Core standards. Reading instruction will focus on annotation and note taking strategies. Writing instruction will include the CAHSEE essay formats as well as the argument based, on-demand "college ready" writing as defined by the EAP program. Listening and Speaking instruction will include Kate Kinsella strategies for teaching academic discourse and building academic vocabulary. Each unit will incorporate the four Common Core strands: Reading, Writing, Listening and Speaking, and Language (which includes Vocabulary and Written Conventions). Unit assessments will include multiple choice CAHSEE format questions, process writing, and on-demand timed.

MATH

MATH SUPPORT 1 A – 4035
MATH SUPPORT 1 B – 4034

Mathematics tutorial lab is an elective mathematics course provided to students as a second course to support the core Mathematics class in 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.

STUDY SKILLS / ORGANIZATION

CURRICULUM SKILLS A – 8080
CURRICULUM SKILLS B – 8081

*** 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 – 6003
ACADEMIC SUCCESS B – 6004

Academic Success 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 – 7042
SENIOR SEMINAR B – 7043**

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 A
COLLEGE READINESS B**

The course focuses on preparing students to complete 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.

**CAREER READIENSS A
CAREER READINESS B**

The course focuses on introducing students to career opportunities and prepare for 21st century job skills such as completing job applications, professional communication in the work place, creating effective resume, and understanding the necessary requirements to obtain a future successful career.

ADVISORY

**TEAM ADVISORY A – 7005
TEAM ADVISORY B – 7008**

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

Advisory is a class that meets once a week on Fridays. The purpose of advisory is to create a forum where students can discuss issues relevant to them, both academically and socially. Advisory classes are set in the 9th grade and teachers then stay with that class for their four years of high school.

- 9th Grade: Personal Identity and Life Skills
- 10th Grade: Service Learning and Character Education

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

PRACTICAL ENGLISH A 2SPRENGA
PRACTICAL ENGLISH B 2SPRENGB

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 4SPRMATA
PRACTICAL MATH B 4SPRMATB

This course promotes the continued development and practical application of basic mathematic 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 8SPRSSA
PRACTICAL SOCIAL SCIENCE B 8SPRSSB

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.

PRACTIAL SCIENCE A 5SPRSCIA
PRACTIAL SCIENCE B 5SPRSCIB

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	US History (AP)	Government (AP) / Economics
B	English	4 Required	English 9	English 10	English 11	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	Calculus or Math Analysis
D	Laboratory Science	3 Required 4 Recommended	Physics	Biology	Chemistry	Anatomy and Physiology
E	Language other than English	2 Required 3 Recommended	Span I or Span II for Native Speakers	Span I or Span II	Span II or AP Language	Pan III or AP Language or AP Literature
F	Visual and Performing Arts	1 Required		Art		Drama
G	College Preparatory Electives	1 Required	Composition			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 chooses a committee whose responsibility is to research available textbooks and choose a textbook to be used at the school. This Textbook Adoption Committee (TAC) should be comprised of teachers in the content area and individuals that have some specific relationship to the material (curriculum director, department heads, 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 the CCSS or CA content standards, 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. Green Dot provides Textbook Adoption Checklists that may be used by the committee.

While the committee may consider various textbooks of interest, the committee should begin its search for a textbook by considering the books on the Green Dot Recommended Book List. If a textbook is selected that does not appear on the Green Dot Recommended Book List, the book must be presented to the Cluster Director for final approval.

Green Dot’s high school textbook list is included below. The needs of the school are evaluated each year and textbooks, curriculum and other instructional materials may be adjusted accordingly.

Green Dot High School Textbooks and Instructional Materials ²	
ELA	<ul style="list-style-type: none"> • Pearson Literature • Recommended Grade-level Novels • Literature & Composition (Bedford/St. Martins)

² The needs of the school are evaluated each year and textbooks, curriculum and other instructional materials may be adjusted accordingly.

<p>Math</p>	<ul style="list-style-type: none"> • Algebra 1 Carnegie • Algebra 2 Carnegie • Geometry Carnegie • Glencoe Pre-Calculus (College Algebra Series) • Glencoe Pre-Calculus: Graphs and Models • SRA Numbers World – Level J (Glencoe) • Algebra and Trigonometry (Coburn) • Glencoe Trigonometry • Calculus: Early Transcendental Functions – AP (Glencoe) • Calculus: Late Transcendental Functions (Glencoe) • Calculus: Concepts and Connections (Glencoe) • Single Variable Calculus (W.H. Freeman) • Calculus, AP Edition, 9th Edition, Larson/Edwards • Calculus, 7th Edition, Larson/Hostetler/Edwards
<p>Science</p>	<ul style="list-style-type: none"> • Glencoe Science: Biology, CA Edition • Glencoe Science: Electricity and Magnetism • Glencoe Science: Life’s Structure and Function • Glencoe Science: The Nature of Matter • Glencoe Science: Sound and Light • 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)
<p>History</p>	<ul style="list-style-type: none"> • World Civilizations: Sources Images, and Interpretations (McGraw-Hill) • World History (Glencoe McGraw-Hill) • The American Vision (Glencoe) • The American Vision, Modern Times (Glencoe) • US Government: Democracy in Action • Government in America, 15th Edition (AP Edition) • American Government: Readings and Cases. 18th Edition • Economics: Principles and Practices (Glencoe) • Economics: Today and Tomorrow (Glencoe) • The American Pageant: A History of the Republic (Houghton Mifflin) • American Government Institutions and Policies (Houghton Mifflin)
<p>Spanish</p>	<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) • Momentos cumbres de literaturas hispanicas: Introduccion al analisis literaria (Prentice Hall) • Abriendo Paso: Gramatica/ 2. Abriendo Paso: Lectura /3. AP Spanish: Preparing for the Language Examination (Prentice Hall) • Abriendo Paso: Lectura • AP Spanish: Preparing for the Language Examination (Prentice Hall) • Temas AP Spanish Language and Culture

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 and Intervention

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

- ***Reading and Math Intervention Programs:*** Literacy Enrichment (Read 180) and Math Support, standards-aligned programs for reading and math respectively, are provided to students that 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. As a school site, we have a designated time frame of 15 minutes prior to curriculum skills where all students are reading silently simultaneously.
- ***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 is focused on the California High School Exit Exam. The students have time to prepare for this exam with a content teacher. Through the use of CAHSEE instructional materials, students will have ample opportunities during advisory and afterschool boot-camps to prepare for the examination. They will receive valuable feedback in areas that are strengths and areas that could use improvement.
- ***11th Grade Advisory:*** There are three pathways for 11th graders. The first pathway is for students that are on-track to graduate and have met their CAHSEE requirement. 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 have met the CAHSEE requirement, but 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. The third pathway is for students who have not fulfilled the CAHSEE requirement. These students will be provided intensive CAHSEE preparation. Pending the results of the examination, students will be placed into pathway one or pathway two.
- ***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.
- ***English Learners:*** EL teachers implement Hampton-Brown Edge to provide intensive supports and established pathways for graduation for students who enter the school as beginning ELs. This includes a 5th year of study as identified in Individual Learning Plans.
- ***Afterschool Program:*** Students who are not achieving a satisfactory grade within a particular class or simply want more support in a subject can attend tutoring, which is offered for an hour every day after school. Additionally, schools work with external vendors to provide additional afterschool programs which may include sports, health and wellness, and tutoring.
- ***Office Hours:*** Teachers hold office hours after school twice a week to provide students with additional support.

Social and Life Skills Development

Advisory Course

Ánimo Inglewood 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 Response to Intervention Model (RtI). Using the RtI 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 RtI 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.

In order to assess the effectiveness of the Advisory course, students are provided feedback surveys.

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.

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.

Instructional Design, Methods and Strategies

Research-based instructional frameworks may include active learning, brain-based teaching and learning, differentiated instruction and sheltered 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 Inglewood and other Green Dot schools have used books in staff development including: Driven by Data (Paul Bambrick), Common Core English Language Arts in a PLC at Work (Douglas Fisher and Nancy Frey), 101 Active Learning Strategies (Mel Silberman), Teaching With The Brain In Mind (Eric Jensen), Classroom Instruction That Works (Marzano, Pickering, Pollock), among others. Teachers attend numerous conferences that include: Successful Inclusion Strategies (Susan Fitzell), Engaging Students Through Block Scheduling (Louis Mangione), Vocabulary Development Strategies That Boost Reading and Learning Across All Subject Areas (Kate Kinsella) among many others. This research will allow Ánimo Inglewood teachers to learn from successful models and begin implementing strategies in their classroom.

Students are grouped in heterogeneous classrooms where all teachers utilize differentiated instruction. 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 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 the CCSS and CA content standards, 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 demonstrate mastery of the CCSS or CA content standards.

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;

- 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.

All technology and school infrastructure needs are monitored by Green Dot’s Chief Information Officer and the Information Technology and Knowledge Management teams. Pilot programs are conducted before emerging technologies or programs are accepted.

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. Examples of technology skills include typing, word processing, spreadsheet computing and web-based research. Student access to computer-based lessons and activities have increased with the transition to the Common Core State Standards. In addition each Green Dot campus has an Ánimo Data Fellow (ADF). The ADF is a teacher-leader who is trained by the Green Dot Home Office. ADF are a resource on their campus for other teachers and will provide on-going professional development to teachers at each site on the technical skills students will need for computer-based state standardized assessments.

WASC ACCREDITATION

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

ACADEMIC CALENDARS AND SCHEDULES

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

Academic Calendar and School Time

A school site committee determines the daily bell schedule that meets the needs of its students. Ánimo Inglewood will have at least 175 student days and an additional 10 professional development days for its teachers. The current state minimum requirement for instructional minutes for high schools is 64,800 and Ánimo Inglewood will surpass the required number of minutes of instruction as set forth in Education Code 46201. Ánimo Inglewood will require its pupils to be in attendance at the school site at least 80 percent of the minimum instructional time required pursuant to Ed Code Section 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). (More information on SART can be found in the school Parent-Student Handbook which is available upon request).

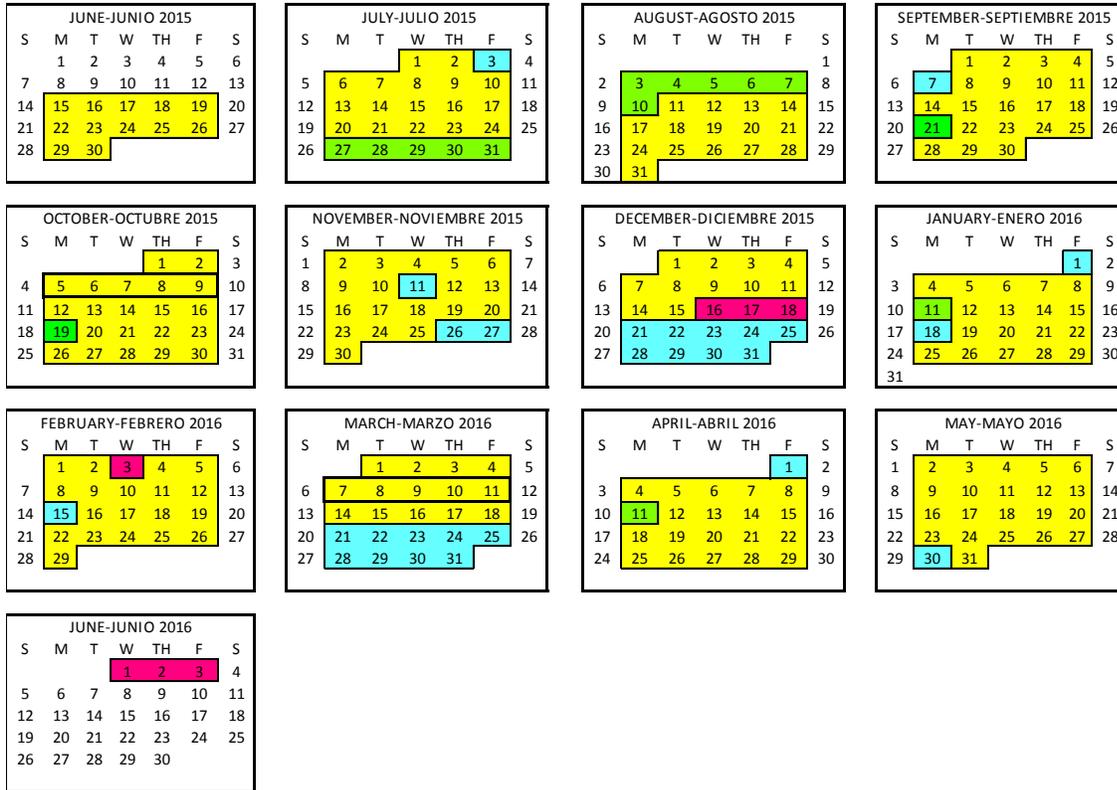
We use flexible scheduling models to increase interdisciplinary work and meet specific learning needs. We plan to tailor the school schedule as much as possible to the calendar in Inglewood Unified School District without compromising our academic program. We want to be respectful of those families who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

Sample Academic Calendar

Ánimo Inglewood Charter High School



Calendar/Calendario 2015-2016



School Holidays and Important Dates--Feriados Escolares y Fechas Importantes

Staff Professional Development/Preparación para Maestros	
Pupil Free Day/Día Sin Estudiantes	
New Teacher Meeting/Preparación para maestros	Jul. 27 - 31
Green Dot Day/Preparación para maestros	Aug. 5
Staff Development Days/Días de desarrollo para maestros	Aug. 3, 4, 6, 7 & 10
Green Dot Days/Día de Green Dot	Sept. 21, Oct. 19, Jan. 11 & Apr. 11

Holidays/Vacaciones	
Independence Day/Día de la Independencia	Jul. 3
Labor Day/Día de trabajo	Sep. 7
Veteran's Day Holiday/Día de los veteranos	Nov. 11
Thanksgiving Holiday/Día de acción de gracias	Nov. 26-27
Winter Break/Vacaciones de invierno	Dec. 21 - Jan. 1
Dr. King's Birthday/Día del Dr. King	Jan. 18
Presidents' Day/ Día de los presidentes	Feb. 15
Spring Vacation/Vacaciones de primavera	Mar. 21 - Apr. 1
Memorial Day/Día de Conmemoración	May 30

Minimum Days/Día Corto	
Final Exams/Exámenes finales	Dec. 16-18 & Jun. 1-3
Parent Conferences/Conferencias con padres	TBD
CA Standardized Testing/Exámenes estatales	TBD
Staff Development Days/Días de desarrollo para maestros	Feb. 3

Important Dates/Fechas Importantes	
Summer Bridge Program/Programa de puente de verano	Jun. 15 - Jul. 24
Parent Orientation/Orientación de padres	TBD
Back-to-School Night/ "Regreso a la escuela"	TBD
Open House/Casa abierta	TBD
Midterm Exams/Exámenes parciales	Oct. 5-9 & Mar. 7-11
CA High School Exit Exam/Examen de salida de la preparatoria	
12th Grade: July --, Oct.--, Dec. --, Feb. -- & May ---	TBD
11th Grade: Nov. ---, Feb. ---	TBD
10th Grade: March --	TBD
CA Standardized Testing/Exámenes Estatales	TBD
Report Cards Mailed/Evío de reporte de calificaciones	TBD

Sample Bell Schedule (Daily Schedule)

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
				PD 7:30 - 8:40		Collaboration 7:30 - 8:30			
Period 1 8:00 - 9:45		Period 4 8:00 - 9:45		Period 3 9:00 - 10:50		Period 6 9:00 - 10:50		Advisory 8:00 - 8:48	
BREAK 9:45 - 9:55		BREAK 9:45 - 9:55		BREAK 10:50 - 11:00		BREAK 10:50 - 11:00		Period 1 8:53 - 9:45	
Period 2 10:00 - 11:40		Period 5 10:00 - 11:40		Period 2 11:05 - 12:50	Period 2 11:05 - 11:55	Period 5 11:05 - 12:50	Period 5 11:05 - 11:55	Period 2 9:50 - 10:42	
Period 3 11:45 - 12:25	Lunch 11:40 - 12:10	Period 6 11:45 - 12:25	Lunch 11:40 - 12:10	Lunch 12:50 - 1:20	Lunch 11:55 - 12:25	Lunch 12:50 - 1:20	Lunch 11:55 - 12:25	BREAK 10:42-10:52	
Lunch 12:25 - 12:55	Period 3 12:15 - 1:55	Lunch 12:25 - 12:55	Period 6 12:15 - 1:55	Lunch 12:50 - 1:20	Period 2 12:30 - 1:20	Lunch 12:50 - 1:20	Period 5 12:30 - 1:20	Period 3 10:57 - 11:49	
Period 3 1:00 - 1:55		Period 6 1:00 - 1:55			Period 4 12:49-12:19		Period 4 11:54 - 12:46		
Period 7/Read-In 2:00 - 3:10	Period 7/Read-In 2:00 - 3:10			Period 1 1:25 - 3:10	Period 4 1:25 - 3:10		Period 4 12:24 - 1:16	Lunch 12:46 - 1:16	
								Period 5 1:21 - 2:13	
								Period 6 2:18 - 3:10	

Professional Development

Teacher Recruitment Strategy

Green Dot schools hire a diverse faculty comprised 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.

We contact top graduate and education programs in the country and publicize our California schools to experienced teachers. We will focus recruiting efforts on and begin collaborations with local universities and colleges, including University of California, Los Angeles, Loyola Marymount and University of Southern California. We advertise nationally and locally and post open positions online. We also work with Teach for America to access their corps members and alumni in the region and have partnerships with organizations like the New Teacher Project. We have a presence at local job fairs and distribute flyers and brochures at local community hubs.

All teachers pass through Green Dot’s rigorous and multi-step hiring and selection process. The process includes: 1) online application, 2) phone screen, 3) lesson plan submission, 4) interview day with Green Dot Human Capital, 5) interview day at school and 6) reference and background checks.

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 Inglewood, 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 Inglewood will be based on the recommended practices of Green Dot, which may include:

- **Teacher Buddy Program:** Once a semester release period for teachers to observe the teaching practices of their “buddy” teacher.
- **Annual Training/Retreat:** An annual five to seven day retreat for school staff to plan for the year and receive professional development.
- **Mid-year Retreat:** A half-day to 2-day retreat for school staff to evaluate progress, reflect, and adjust the school’s plan for the final semester.
- **Weekly Staff Development:** A late start 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.
- **Department Norming Days:** Department meeting to norm teaching practices.
- **District-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. 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

<i>Semester 1</i>	<ul style="list-style-type: none"> • New Teacher Training • School Retreat • Growth Mindset • Thinking Maps & Follow-up • Power School and Power Grader • EADMS Training • Safe & Civil • Objectives Deep Dive • Lesson Plan Analysis • Data Driven Instruction Protocol • Green Dot Common Assessment Program Data Review • Buddy Observations • ILT Walk Through • Literacy PD – SEARCH
<i>Semester 2</i>	<ul style="list-style-type: none"> • School Retreat • Semester 1 Recap • Interim Guiding Conference • Thinking Maps • Common Core Technology

	<ul style="list-style-type: none"> • 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
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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:** Choosing department chairs and reviewing student-teacher handbook
- **Teacher-Administrator Meetings:** One-on-one meetings between admin and teachers
- **Planning:** Lesson planning, preparing syllabi and setting department goals

New Teacher Professional Development consists of at least 168 hours of professional development, including specialized trainings outlined below:

- **Summer Training:** New teachers are required to attend a mandatory 2-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. 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 are required to attend monthly support and development groups.

Administrator Professional Development

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

- **Coaching:** Cluster Directors provide individualized coaching sessions for each school site administrator twice a month. These coaching sessions are focused on the supervision of instruction.
- **Key Results:** Cluster Directors facilitate a Key Results session at one of their schools each month. During these sessions, the principals within the cluster go to another school in the cluster for 3 hours. During this time, the host principal provides a focus question for the session centered on instruction. Principals walk through classrooms with this focus question in mind and provide the host principal with feedback about this focus question. These sessions help principals share ideas with regards to the supervision of instruction and all principals to generate next steps to be taken at their school sites as a result of what they see at the host school. Cluster Directors will follow up with each leader that attends the Key Results session in their biweekly coaching sessions to reflect upon their participation in the Key Results visit, 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 onsite providing instructional leadership and 5% of their time offsite in Green-Dot wide trainings, 95/5 is a full-day professional development session for principals and assistant principals once a month. These sessions are focused on the themes the Cluster Directors determine are most

relevant based on their coaching sessions. Cluster Directors 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.

- **Practices Walkthrough:** Half day professional development for principals to tour other Green Dot schools and review “artifacts” of high quality instructional practices.
- **Principals Retreat:** Two day retreat for all principals and Green Dot Home Office staff. 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.

Meeting the Needs of All Students

English Learners

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core 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.

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 ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

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

ELD courses are not recommended for students who have been in the U.S. longer the five years (Long-Term English Learners or LTELs), whose language and motivational needs are very different from those of relative newcomers. LTELs often demonstrate strong oral English skills, but lack academic language and vocabulary. In order to engage with the academic demands of the secondary school curriculum, these students require explicit instruction in academic uses of English with a focus on comprehension, vocabulary development, and the advanced grammatical structures needed to comprehend and produce academic language in all content classes.

EL Master Plan

Green Dot schools implement the Green Dot 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 are served through a variety of programs designed to meet their needs. These include ELD Programs (Levels 1- 4), Structured English Immersion and English Language Mainstream. These programs are built into the individual school's master schedule and take place within the school day. Green Dot schools work with the Human Resources (HR) Department to ensure appropriate staffing and authorizations for teachers in these courses.

EL programs are monitored on an annual basis. Schools administer and review the data from the CMO 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.

CELDT/ELPAC Testing

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

Ánimo Inglewood shall notify all parents of CELDT/ELPAC results within thirty days of receiving results from the publisher. The CELDT/ELPAC shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing. A form 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. The CELDT/ELPAC shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Strategies for English Learner Instruction and Intervention

The Green Dot EL Master Plan has been updated to include the new CA ELD standards. 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.

EL students will be placed in one of the following classes to support their education: an ESL Level 1, 2, 3 or 4 class; Read 180 with the L-book; Academic English Essentials; Sheltered English; or a regular English class with Specially Designed Academic Instruction in English (SDAIE) support. In addition, all teachers will be trained in SDAIE techniques. Professional development guides teachers in the use of CELDT/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 direct academic vocabulary instruction. Materials may include the use of the Academic Vocabulary Toolkit, Kate Kinsella's Scholastic Lbook and Making Content Comprehensible for English Learners: the SIOP Model. All teachers will have a CLAD certification or a California Commission on Teacher Credentialing recognized equivalent.

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

The CELDT/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 on the CELDT/ELPAC of Early Advanced (EA) with no scores less than Intermediate (I).
- 2) Earn a score of Basic, Proficient or Advanced Proficient on the most recent English Language Arts test of the California state-standardized test or the California Modified Assessment (CMA).
- 3) Approval from current ELA teacher based on SOLOM and consideration of academic performance. (English teachers will be trained on how to use the SOLOM for reclassification.)
- 4) Provide written notice to parents or guardians of their rights and encourage them to participate in the process and provide an opportunity for a face-to-face meeting.
- 5) Reclassify Student as Fluent English Proficient.
 - Place dated reclassification form signed by the English teacher in the student's 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)
 - August, after California state-required test data is published.
 - January, after CELDT/ELPAC data is published.
- 7) Monitor the academic progress of RFEP students for two years.
 - If a student scores Below Basic or Far Below Basic on CMA-ELA or CA state-required test (ELA), 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, Response to Intervention monitoring will be triggered.

Gifted and Talented Students and Students Achieving Above Grade Level

The curriculum at Ánimo Inglewood will be focused on providing the appropriate differentiated instruction for different students of varying ability levels, including gifted and talented students. Students achieving above grade level will be identified by teachers and counselors through standardized test scores, teacher assessments and grades, and unit assessment data and through the Summer Bridge program. 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. Differentiated learning classrooms where gifted students reside will be given additional or complementary assignments that challenge their thinking, while adding greater depth and complexity to the curriculum.³

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

- Advanced Placement or Honors classes, or

³ Colangelo, N., S.G. Assouline, M. U. M. Gross, "A Nation Deceived: How Schools Hold back America's Brightest Students," (Iowa: The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development, 2004).

- Differentiated instruction in the classroom, or
- Enrichment electives, or
- Dual-enrollment in community college courses.

Ánimo Inglewood will evaluate and monitor the progress of these students through its Green Dot Common Assessment Program (CCSS-aligned internal unit assessments in ELA, Math, History and Science) as well as reviewing multiple data measures including formative assessments, summative assessments and culminating projects.

Students Achieving Below Grade Level

Ánimo Inglewood is committed to serving academically low achieving students. As such, Ánimo Inglewood’s curriculum and program is adapted to improve performance for these students and ensure that they are prepared for success in college, leadership and life. Ánimo Inglewood 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” above):

- Ánimo Inglewood will assess all students after enrollment during the Summer Bridge Program to determine learning strengths and weakness, as well as overall proficiency in core subjects. Tests used may include the Read 180 Student Reading Inventory Diagnostic Test and 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 Education/Academic Success courses and/or Guided Study (an after-school program for students who do not complete their homework or struggle with it).
- Ánimo Inglewood will evaluate and monitor the progress of these students through its Green Dot Common Assessment Program (CCSS-aligned internal unit assessments in ELA, Math, History and Science) as well as reviewing multiple data measures including formative assessments, summative assessments and culminating projects.

Socio-Economically Disadvantaged/Low Income Students

In 2014-2015, 90% of students at Ánimo Inglewood qualified for free and reduced price lunch. The school’s academic program is inherently formulated to address the needs of these students. Specific intervention programs include:

- *Reading and Math Intervention Programs*: Literacy Enrichment (Read 180) and Math Support, standards-aligned programs for reading and math respectively, are provided to students that 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. As a school site, we have a designated time frame of 15 minutes prior to curriculum skills where all students are reading silently simultaneously.
- *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 is focused on the California High School Exit Exam. The students have time to prepare for this exam with a content teacher. Through the use of CAHSEE instructional materials, students will have ample opportunities during advisory and afterschool

boot-camps to prepare for the examination. They will receive valuable feedback in areas that are strengths and areas that could use improvement.

- 11th Grade Advisory: There are three pathways for 11th graders. The first pathway is for students that are on-track to graduate and have met their CAHSEE requirement. 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 have met the CAHSEE requirement, but 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. The third pathway is for students who have not fulfilled the CAHSEE requirement. These students will be provided intensive CAHSEE preparation. Pending the results of the examination, students will be placed into pathway one or pathway two.
- 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.
- English Learners: EL teachers implement Hampton-Brown Edge to provide intensive supports and established pathways for graduation for students who enter the school as beginning ELs. This includes a 5th year of study as identified in Individual Learning Plans.
- Afterschool Program: Students who are not achieving a satisfactory grade within a particular class or simply want more support in a subject can attend tutoring, which is offered for an hour every day after school. Additionally, schools work with external vendors to provide additional afterschool programs which may include sports, health and wellness, and tutoring.
- Office Hours: Teachers hold office hours after school twice a week to provide students with additional support.

Students with Disabilities

Overview

Students in special education programs will complete the curriculum to the maximum extent possible. In promoting and graduating these students, the school shall use the objectives and expectations that have been modified according to the students' Individualized Education Program (IEP).

Ánimo Inglewood shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

Ánimo Inglewood is an independent local educational agency (“LEA”) member of the Southwest Special Education Local Plan Area (“SELPA”) in accordance with Education Code Section 47641(b) and 47646(a).

Ánimo Inglewood shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

Ánimo Inglewood shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by Ánimo Inglewood shall be accessible for all students with disabilities.

Services for Students Under the “IDEIA”

Ánimo Inglewood provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Southwest Special Education Local Plan Area (“SELPA”).

Ánimo Inglewood will provide services for special education students enrolled in Ánimo Inglewood. Ánimo Inglewood will follow Southwest SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

Ánimo Inglewood agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Ánimo Inglewood students, staff, facilities, equipment and records as required to fulfill all obligations imposed by law.

Staffing

All special education services at Ánimo Inglewood will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. Ánimo Inglewood staff shall participate in SELPA in- service training relating to special education.

Ánimo Inglewood will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Ánimo Inglewood shall ensure that all special education staff hired or contracted by Ánimo Inglewood is qualified pursuant to SELPA policies, as well as meet all legal requirements. Ánimo Inglewood shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Ánimo Inglewood students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

Ánimo Inglewood shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Ánimo Inglewood will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

Ánimo Inglewood shall have the responsibility to identify, refer, and work cooperatively in locating Ánimo Inglewood students who have or may have exceptional needs that qualify them to receive special education services. Ánimo Inglewood will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Ánimo Inglewood will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. Ánimo Inglewood will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with

applicable law. Ánimo Inglewood shall obtain parent/guardian consent to assess Ánimo Inglewood students.

IEP Meetings

Ánimo Inglewood shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. Ánimo Inglewood shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Ánimo Inglewood designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Ánimo Inglewood representatives who are knowledgeable about the regular education program at Ánimo Inglewood and/or about the student. Ánimo Inglewood shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

Ánimo Inglewood understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Ánimo Inglewood students in accordance with the policies, procedures and requirements of the SELPA and state and federal law.

IEP Implementation

Ánimo Inglewood shall be responsible for all school site implementation of the IEP. As part of this responsibility, Ánimo Inglewood shall provide parents with timely reports on the student’s progress as provided in the student’s IEP, and at least quarterly or as frequently as progress reports are provided for Ánimo Inglewood’s non-special education students, whichever is more. Ánimo Inglewood shall also provide all home-school coordination and information exchange. Ánimo Inglewood shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

Ánimo Inglewood shall comply with Education Code Section 56325 with regard to students transferring into Ánimo Inglewood within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Ánimo Inglewood from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Ánimo Inglewood shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Ánimo Inglewood shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Ánimo Inglewood from a district operated program under the same special education local plan area of Ánimo Inglewood within the same academic year, Ánimo Inglewood shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Ánimo Inglewood agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Ánimo Inglewood with an IEP from outside of California during the same academic year, Ánimo Inglewood shall provide the pupil with a free appropriate public education,

including services comparable to those described in the previously approved IEP in consultation with the parents, until Ánimo Inglewood conducts and assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Ánimo Inglewood, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

Ánimo Inglewood shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to Ánimo Inglewood and no student shall be denied admission nor counseled out of Ánimo Inglewood due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Ánimo Inglewood shall adopt policies for responding to parental concerns or complaints related to special education services. Ánimo Inglewood shall receive any concerns raised by parents/guardians regarding related services and rights.

Ánimo Inglewood’s designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

Ánimo Inglewood may initiate a due process hearing or request for mediation with respect to a student enrolled in Ánimo Inglewood if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Ánimo Inglewood shall defend the case.

SELPA Representation

Ánimo Inglewood understands that it shall represent itself at all SELPA meetings.

Funding

Ánimo Inglewood understands that it will be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

Ánimo Inglewood recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Ánimo Inglewood. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by Ánimo Inglewood.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations.

The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education.

This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Sports, Clubs and Community Service Activities

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

Sports

Multiple athletic programs may be offered at the school site. The programs may include boys' and girls' basketball, volleyball, soccer, baseball, softball, track and cross-country.

Clubs

Ánimo Inglewood will offer a variety of activities outside of the academic program. Depending on student interest and budgetary constraints, these may include: Building Bridges, Leadership, ASB and other student-initiated activities. We plan to take advantage of charter status flexibility in adjusting our schedule to allow these activities.

"A Typical Day" at the Charter School

Students begin arriving at school at 8:00 a.m. and are greeted by an Administrator and Office Assistant. The 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 curriculum and focus on the California content standards and Common Core 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 qualified 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 school, provide feedback and/or attending a parent education workshop.

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

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.”

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

“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.”

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 Inglewood students will be:

<p>College-Directed Learners</p> <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 	<p>Cultural Learners</p> <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
<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

MEASUREABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

Ánimo Inglewood’s Goals, Actions and Services from its Local Control and Accountability Plan

LCAP Goals	Actions and Services
1) Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching	<ul style="list-style-type: none"> • All teacher candidates screened for employment will hold valid a CA Teaching Credential with appropriate EL authorization • Green Dot Human Resources department will regularly review credential status • Administrators will check teacher credentials before developing the school’s master schedule
2) Students will have access to standards-aligned materials and additional instructional materials as outlined in the school’s charter petition	<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
3) Students will have access to the educational program as outlined in the school’s charter petition	<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
4) Students will participate in at least one year of Physical Education throughout their high school career	<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
5) Students will participate in at least 1 visual and performing art elective (e.g., drama, music) throughout their high school career	<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
6) School facilities are maintained in good repair	<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
7) Increase number of students scoring Proficient and above on SBAC ELA assessments (benchmark to be established in 2014-15)	<ul style="list-style-type: none"> • All classroom instruction will be conducive to student learning in adequate learning environments • Students will have access to appropriate CCSS/CA content standards 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 CA MAPP • Formative and summative assessments will be used to measure student learning in core subject areas
8) Increase number of students scoring Proficient and above on SBAC Math assessments (benchmark to be established in 2014-15)	
9) School will meet the annual API Growth Target or equivalent	
10) Increase number of EL students who reclassify as Fully English Proficient	<ul style="list-style-type: none"> • Annual CELDT 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
11) Increase number of EL students scoring “Early Advanced” and “Advanced” on the California English Language Development Test (“CELDT”)/ELPAC annual	

assessment	<ul style="list-style-type: none"> The Green Dot Education Team will review progress of ELD students once per year at a program review
12) Increase number of students that successfully complete A-G course requirements	<ul style="list-style-type: none"> Students will be offered a comprehensive set of A-G courses from the Green Dot High School Course Catalog Students will meet with counselors to identify an A-G pathway suited to their needs Course curriculum and supports will be aligned to AP coursework
13) Increase number of graduating students who take Advanced Placement (“AP”) exams and earn at least one passing score of 3 or above	<ul style="list-style-type: none"> Students will have access to AP classes in English, Math, Science, History and Spanish as determined by their counselor Teachers may provide additional tutoring/boot camps prior to AP exams
14) Increase EAP passage rates – ELA	<ul style="list-style-type: none"> EAP prep will be incorporated into the 11th grade curriculum All 11th graders will take EAP exams as part of the A-G pathway
15) Increase EAP passage rates – Math	
16) School will maintain a high Average Daily Attendance (“ADA”) rate	<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 enrolled Parents/guardians and families will be engaged throughout year School will recognize perfect attendance and students who achieve 95%+ attendance Students not meeting the attendance standard will be entered into the SART process
17) School will decrease student chronic absenteeism rate	<ul style="list-style-type: none"> Parents/guardians and students will be informed of school attendance policies specified in the Parent-Student Handbook Counselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as needed Student intervention after high truancy or absenteeism Students not meeting the attendance standard will be entered into the SART process
18) School will maintain low cohort dropout rates	<ul style="list-style-type: none"> Students will attend regular meetings with their school counselors to discuss pathways and requirements Counselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as needed Student intervention after high truancy or absenteeism Students not meeting the attendance standard will be entered into the SART process
19) Increase graduation rate	<ul style="list-style-type: none"> Parents/guardians will be notified of graduation requirements Counselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as needed Progress reports will be sent home to parents/guardians; conferences are scheduled when needed Students not meeting the attendance standard will be entered into the SART process School will provide access to credit recovery as needed
20) At least 2 parents will serve on the School Advisory Council (“SAC”)	<ul style="list-style-type: none"> Charter School will ask for parent volunteers to serve on the SAC Charter School will offer volunteer hours for interested parents
21) At least 2 parent activities or events will be held per semester	<ul style="list-style-type: none"> Charter School will have a Parent Coordinator who plans activities and manages communications with parents/guardians School 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
22) School will decrease school-wide suspension rate year-over-year or reduce its school-wide suspension rate to 5% or less (number of incidents / enrollment)	<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. School will promote positive behavior supports School will implement consistent classroom behavior expectations school-wide Administrators and the Safe & Civil team will regularly review real-time discipline data and reports Families will be involved in the educational process School prohibits suspension for willful defiance Green Dot Education Team will assess Green Dot Suspension and Expulsion policies annually
23) School will maintain a low annual expulsion rate	
24) Students, families and the	<ul style="list-style-type: none"> Schools will seek student and parent feedback regularly during the school year

school community will feel a sense of connectedness	<ul style="list-style-type: none"> • Families will continue to be involved in all key school operations • School will communicate frequently with students and parents on school-related matters and student/school performance • School will host events to develop school pride (e.g., open houses, community events)
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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. Comparable tests are given at the end of the year to measure progress. The CELDT/ELPAC exam is administered at the beginning of the year to determine English language proficiency for those whose first language is not English. CELDT/ELPAC is administered annually until students are designated English fluent.
- **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 growth can be compared.
- **Green Dot Common Assessment Program:** Green Dot schools will use unit assessments 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.
- **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.

Measuring Pupil Outcomes: Summative Assessment Performance Targets

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, 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.

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

LCAP Goals	Measurable Outcomes				
	2015-16	2016-17	2017-18	2018-19	2019-20
1) Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching Metric: Teacher assignments	100% compliant				
2) Students will have access to standards-aligned materials and additional instructional materials as outlined in the	100% of ELA and Math teachers will use standards-	100% of ELA and Math teachers will use standards-	100% of ELA and Math teachers will use standards-	100% of ELA and Math teachers will use standards-	100% of ELA and Math teachers will use standards-

<p>school’s charter petition</p> <p>Metric: Standards-based instructional materials</p>	<p>aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks</p>	<p>aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks</p>	<p>aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks</p>	<p>aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks</p>	<p>aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks</p>
<p>3) Students will have access to the educational program as outlined in the school’s charter petition</p> <p>Metric: Master Schedule, Green Dot Course Catalog</p>	<p>- 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</p>	<p>- 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</p>	<p>- 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</p>	<p>- 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</p>	<p>- 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</p>
<p>4) Students will participate in at least one year of Physical Education throughout their high school career</p> <p>Metric: Master schedule; Green Dot Course Catalog; applicable subject area assessments</p>	<p>School will offer at least one Physical Education course offering</p>	<p>School will offer at least one Physical Education course offering</p>	<p>School will offer at least one Physical Education course offering</p>	<p>School will offer at least one Physical Education course offering</p>	<p>School will offer at least one Physical Education course offering</p>
<p>5) Students will participate in at least 1 visual and performing art elective (e.g., drama, music) throughout their high school career</p> <p>Metric: Master schedule; Green Dot Course Catalog; applicable subject area assessments</p>	<p>School will offer at least one visual and performing art (VAPA) elective</p>	<p>School will offer at least one visual and performing art (VAPA) elective</p>	<p>School will offer at least one visual and performing art (VAPA) elective</p>	<p>School will offer at least one visual and performing art (VAPA) elective</p>	<p>School will offer at least one visual and performing art (VAPA) elective</p>
<p>6) School facilities are maintained in good repair</p> <p>Metric: Facility audit</p>	<p>90% in good or exemplar repair</p>				
<p>7) Increase number of students scoring Proficient and above on SBAC ELA assessments (benchmark to be established in 2014-15)</p> <p>Metric: SBAC assessment</p>	<p>Benchmark + 1%</p>	<p>Benchmark + 3%</p>	<p>Benchmark + 4%</p>	<p>Benchmark + 5%</p>	<p>Benchmark + 6%</p>
<p>8) Increase number of students scoring Proficient and above on SBAC Math assessments (benchmark to be established</p>	<p>Benchmark + 1%</p>	<p>Benchmark + 3%</p>	<p>Benchmark + 4%</p>	<p>Benchmark + 5%</p>	<p>Benchmark + 6%</p>

in 2014-15)					
Metric: SBAC assessment					
9) School will meet the annual API Growth Target or equivalent	Meet or exceed growth target				
Metric: API					
10) Increase number of EL students who reclassify as Fully English Proficient	43%	44%	45%	46%	47%
Metric: CELDT/ELPAC Annual Assessment, Reclassification rate					
11) Increase number of EL students scoring “Early Advanced” and “Advanced” on the California English Language Development Test (“CELDT”)/ELPAC annual assessment	68%	69%	70%	71%	72%
Metric: CELDT/ELPAC Annual Assessment					
12) Increase number of students that successfully complete A-G course requirements	50%	51%	52%	53%	54%
Metric: A-G Completion Rates; Master schedule; Green Dot Course Catalog					
13) Increase number of graduating students who take Advanced Placement (“AP”) exams and earn at least one passing score of 3 or above	58%	59%	60%	61%	62%
Metric: Students taking AP exams; AP passage rate					
14) Increase EAP passage rates – ELA	Benchmark + 1%	Benchmark + 2%	Benchmark + 3%	Benchmark + 4%	Benchmark + 5%
Metric: EAP passage rates					
15) Increase EAP passage rates – Math	Benchmark + 1%	Benchmark + 2%	Benchmark + 3%	Benchmark + 4%	Benchmark + 5%
Metric: EAP passage rates					
16) School will maintain a high Average Daily Attendance (“ADA”) rate	90% or more				
Metric: ADA					
17) School will decrease student chronic absenteeism rate	7%	6%	5% or less	5% or less	5% or less
Metric: ADA					
18) School will maintain low cohort dropout rates	Decrease of 1% from prior year or maintain 0%	Decrease of 1% from prior year or maintain 0%	Decrease of 1% from prior year or maintain 0%	Decrease of 1% from prior year or maintain 0%	Decrease of 1% from prior year or maintain 0%
Metric: Dropout rate					

19) Increase graduation rate Metric: Graduation rate	94%	95% or above	95% or above	95% or above	95% or above
20) At least 2 parents will serve on the School Advisory Council (“SAC”) Metric: SAC roster, SAC meeting attendance	At least 2 parents will serve on the SAC	At least 2 parents will serve on the SAC	At least 2 parents will serve on the SAC	At least 2 parents will serve on the SAC	At least 2 parents will serve on the SAC
21) At least 2 parent activities or events will be held per semester Metric: School events calendar, sign-in sheet	At least 2 parent activities or events will be held per semester	At least 2 parent activities or events will be held per semester	At least 2 parent activities or events will be held per semester	At least 2 parent activities or events will be held per semester	At least 2 parent activities or events will be held per semester
22) School will decrease school-wide suspension rate year-over-year or reduce its school-wide suspension rate to 5% or less (number of incidents / enrollment) Metric: School-wide suspension rate	Lower than prior year or maintain 5% or less	Lower than prior year or maintain 5% or less	Lower than prior year or maintain 5% or less	Lower than prior year or maintain 5% or less	Lower than prior year or maintain 5% or less
23) School will maintain a low annual expulsion rate Metric: Student expulsion rate	Lower than prior year or maintain 0%				
24) Students, families and the school community will feel a sense of connectedness Metric: Green Dot Annual Stakeholder Survey	School will receive at least an 80% score on the Survey Question: “Would you recommend this school to a friend?” on the Green Dot Family survey	School will receive at least an 80% score on the Survey Question: “Would you recommend this school to a friend?” on the Green Dot Family survey	School will receive at least an 80% score on the Survey Question: “Would you recommend this school to a friend?” on the Green Dot Family survey	School will receive at least an 80% score on the Survey Question: “Would you recommend this school to a friend?” on the Green Dot Family survey	School will receive at least an 80% score on the Survey Question: “Would you recommend this school to a friend?” on the Green Dot Family survey

Ánimo Inglewood will establish targets for ELA and Math on the SBAC Common Core assessment and EAP once baseline data is received from the 2014-15 administration of the test. LCAP goals and targets may be adjusted based on the school’s annual update and reflection on prior year academic achievement. Ánimo Inglewood 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 Common Core standards and CA State standards and supported to reach the Green Dot objectives for performance. Ánimo Inglewood will use unit 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. 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 Tool	Time(s) Given
English Language Arts	- Student will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works	Read 180* (summative)	Summer Bridge
		Green Dot Common Assessment (unit)	6-8 times per year
		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
		CELDT/ELPAC (formative)	Summer Bridge
		Read 180* (formative & summative)	Throughout school year
		EDGE* (formative & summative)	Throughout school year
History/ Social Studies	- 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 (unit)	6-8 times per year
		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
		Green Dot Common Assessment (unit)	6-8 times per year
		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 (unit)	6-8 times per year
		Teacher Created Tests (formative)	Throughout school year

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

Ánimo Inglewood agrees to the following:

- All teachers must administer benchmark exams.
- Teachers can give each benchmark exam anytime during the window.
- All teachers must agree to follow the blueprints/pacing guides for all benchmark exams.
- All teachers will participate in collaboration days to share reflections on their data and collaborate on next steps for unit planning.
- Ánimo Inglewood administrators must help teachers devise a plan for sharing benchmark data with students and parents.
- Ánimo Inglewood administrators must monitor the implementation of next steps devised by teachers after benchmark data is received.

Data Analysis and Reporting

The achievement of Ánimo Inglewood will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographics and other characteristics (e.g., proximity to school, incoming student performance).

Comparison Schools

Ánimo Inglewood 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 Inglewood is also serving similar demographic characteristics as IUSD neighborhood schools.

Role of Data to Monitor and Improve the Academic Program

College-prep, rigorous assessments that are aligned to Common Core and State standards will be provided to all Ánimo Inglewood students. Teachers will be trained to use the Backwards Design Model for developing instructional units. This model requires teachers to use Common Core and state standards as a starting point for curriculum development. By adhering to this model, Ánimo Inglewood 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 Inglewood will rely heavily on data collected from assessments to personalize learning for each student and to ensure proper placement in classes. Incoming 9th graders take placement exams (one in reading, one in math and one in Spanish) during the summer. The reading test is taken from Read 180, a standards-aligned reading acceleration program, and this test determines a student's lexile level so that Ánimo Inglewood can determine which students are reading at a Basic, Below Basic, or Far Below Basic level. The Green Dot Math Diagnostic test is used to determine Algebra readiness. A teacher-created Spanish assessment is used to determine the reading and writing levels of Native Spanish speakers.

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 English/Language Arts. Students who Basic, Below Basic, or Far Below Basic on the math assessments may be placed in a course specially designed to support them in their math classes.

Ánimo Inglewood staff will also use data from state assessments, diagnostic assessment (e.g. Read 180, Math Diagnostic) and classroom assessments on a quarterly basis to inform instruction and student placement. Ánimo Inglewood will use all of these indicators to monitor student growth and school progress. 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.

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.

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

The philosophy of Ánimo Inglewood, 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 Inglewood will have a performance scorecard 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:

Matrix of Evidence to Improve Pupil Learning

	Measure	Analyze	Develop Action Plan and Set Goals
Students	<ul style="list-style-type: none"> • State Tests • Classroom Projects and Grades • Attendance • Retention Rate • Disciplinary Actions 	<ul style="list-style-type: none"> • Compare with similar schools and to all California schools • Identify root causes of performance increases or decreases in each area 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets for next academic year • Improvement required annually
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 • Cluster Director 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 will hold the principal of Ánimo Inglewood ultimately accountable for the success of the school and student performance. By implementing the Green Dot school model, the Ánimo Inglewood

staff will be data-driven, results-oriented and accountable for student progress in the classroom. The culture at Ánimo Inglewood will be based upon constant reflection and improvement.

As required under No Child Left Behind (“NCLB”), Ánimo Inglewood will work with its staff to ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. Ánimo Inglewood will implement all provisions of NCLB that are applicable to charter schools, including the use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school’s academic progress and reaching and teaching students with a diversity of learning styles. Ánimo Inglewood may also implement extended learning for students falling behind who need extra help. Ánimo Inglewood will participate in all assessments required by the State of California. Furthermore, Ánimo Inglewood will be a WASC accredited school.

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.

Grading, Progress Reporting and Promotion/Retention

Ánimo Inglewood 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.

School Grading Scale

1. A= superior work, the student consistently excels in quality of work; a college recommending grade
2. B= above average work, the student maintains a good standard of work; a college recommending grade
3. C= average work, the students does expected work at a moderate level of achievement, this is a non-college recommending grade
4. D= below average level of achievement. While this is a passing grade, the student may have to remediate the course to advance to the next level of instruction. A “D” does not fulfill four-year college entrance requirements.
5. F= student does not meet minimum requirements; no credit is given, course requirements are not completed

A+ 100%	B+ 88%- 89%	C+ 78%- 79%	D+ 68%- 69%	F 59% ↓
A 93% – 99%	B 83%- 87%	C 73% - 77%	D 63% - 67%	
A- 90%- 92%	B- 80% - 82%	C- 70%-72%	D- 60%- 62%	

The grade of “I” (Incomplete) may only be given when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester, or they become an “F”.

Failed courses are to be taken and passed during the summer immediately following the year of the failed course.

Graduation/Promotion Requirements

Green Dot Public Schools requires all students to earn a minimum of 240 credits to graduate from high school.

High school graduation requirements may vary by school with approval from the Green Dot Board of Directors.

The A-G requirements are the minimum requirements for admission into the California 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

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.

Please refer to Green Dot's Policy Manual and the school Parent-Student Handbook for more information on instructional policies.

Element 4: Governance

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

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

As an independent charter school, Ánimo Inglewood, operated 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 comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of the Green Dot governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws and nonprofit integrity standards regarding ethics and conflicts of interest.

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 Charter School amends its bylaws, it shall provide a copy of the amended bylaws to the District within 30 days of adoption.

Charter School shall send to the District 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 District copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on the school website will satisfy this requirement.

Ánimo Inglewood and Green Dot shall be subject to all conflict of interest laws and prohibitions applicable to California non-profit corporations and/or California charter schools. All officers, employees, and members of the governing board of Ánimo Inglewood and Green Dot shall comply with the requirements of each and all of those conflict of interest laws and regulations. Prior to the commencement of the 2015-2016 school year, Green Dot shall provide a copy of that Conflict of Interest Code and the documentation of board action adopting it to the District (and any revisions thereto), and require all affected Ánimo Inglewood and Green Dot officers, employees, representatives and governing board members to comply therewith.

The District shall not be responsible or liable for the operations of Ánimo Inglewood. The School will be governed pursuant to this Charter and its Articles of Incorporation and adopted bylaws (attached in Exhibits E and F). Ánimo Inglewood may not delegate any or all of its governance or management duties for Ánimo Inglewood to another person or entity, including but not limited to, a parent, subsidiary, or related corporation, except as specifically provided for in this Charter.

Should the provisions of this Charter conflict with the Articles of Incorporation, Bylaws, policies, or practices of the School or the corporation, the provisions of this Charter shall prevail. Ánimo Inglewood shall provide written notice to the District State Trustee or designee of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the Ánimo Inglewood governing board. Should the District State Trustee or designee indicate that the District considers the proposed revision(s) to be a material revision to Ánimo Inglewood governance structure or Charter, Ánimo Inglewood may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should Ánimo Inglewood adopt revision(s) to its Articles of

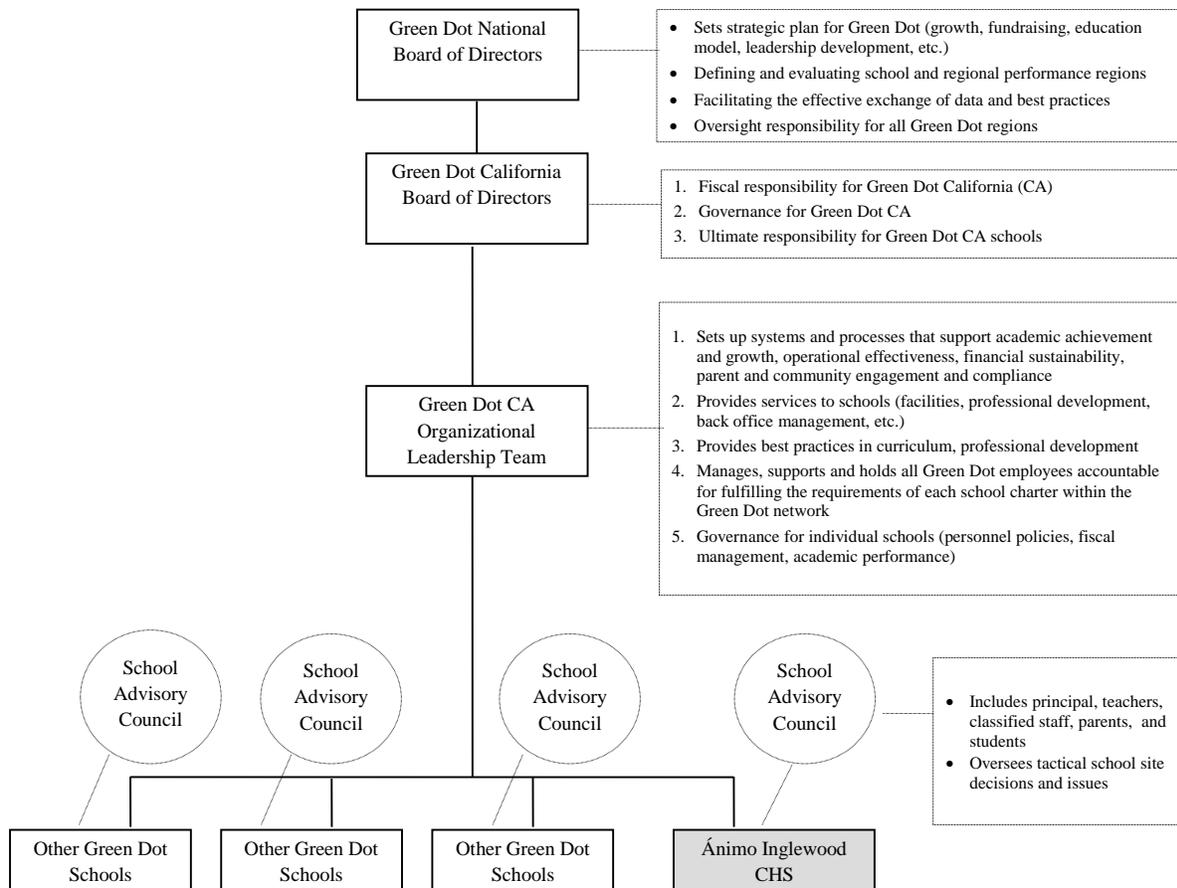
Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the District within three (3) business days of the adoption of such revision(s).

Ánimo Inglewood shall provide to the District State Trustee or designee copies of its Governing Board and Committee agendas on or before the date required for posting of such agendas in compliance with the Brown Act.

Nonprofit Public Benefit Corporation

Ánimo Inglewood is an independent charter school governed by Green Dot Public Schools California (“Green Dot California” or “Green Dot”), a nonprofit public benefit corporation operated 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. Green Dot Public Schools National (“Green Dot National”) oversees all of its regions and schools, and is governed by the Green Dot National’s Board of Directors (“National Board” or “National Board of Directors”). Ultimate responsibility for the governance of Ánimo Inglewood will rest with the California Board of Directors. Please refer to the Appendix for the articles of incorporation and bylaws of Green Dot California.

Green Dot Governing Structure



Green Dot California Board Membership

California Board members are designated by the National Board based upon nominations by an existing California Board member or by a National Board member. The 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 Inglewood and other Green Dot California schools. Once a person is nominated for appointment 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 submits its recommendation to the National Board. To be confirmed, nominees must be vetted and approved by the National Board. California Board members generally start with one-year terms; after that, they are up for reappointment every two years with no limitation on total terms. 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. 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 the strategic direction of the region;
- 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 the region and each school;
- Hire and manage school leaders;
- Provide supports and interventions to schools to support schools in achieving performance goals;
- Review and approve the annual audit;
- Greenlight regional growth;
- Set and approve major school policies;
- Engage with Green Dot Public Schools National to license the Green Dot brand (e.g., intellectual property, academic and professional model) and contract for support services;
- 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 additional 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 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 Organizational Leadership Team (“OLT”), any of those duties, as permitted by law and Green Dot'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, 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.

Board Meetings

The entire California Board meets on at least a quarterly basis. All Board meetings are open to the public. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both on the Green Dot website and physically in schools' main offices). For all regularly scheduled meetings, an agenda will be posted 72 hours in advance, on the main entrance of the Green Dot Home

Office at 1149 S. Hill St., Ste. 600, Los Angeles, CA 90015. 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's Home Office at (323) 565-1600 or via email at info@greendot.org.

Quorum and Motion Requirements

A majority of the voting 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

- The Board may only take action on items formally listed on the Board agenda, except as authorized by law.
- 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 law 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 California Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of the territory in which Green Dot California operates;
- All votes taken during a teleconference meeting shall be by roll call;
- 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;
- 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;
- 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; and
- 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.

Organizational Leadership Team

Green Dot California's Organizational Leadership Team ("OLT") is responsible for the majority of the policy setting decisions, 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 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 California OLT is 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.

Members of the OLT are selected by Green Dot California's Chief Executive Officer as authorized by the Board. The OLT includes leaders that are Cluster Director-level and above (e.g., Chief Executive Officer and Chief Financial Officer). The OLT meets weekly to focus on key issues dealing with Ánimo Inglewood 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 Inglewood meets its targets and is continually improving.

Composition of Organizational Leadership Team

Marco Petruzzi – Chief Executive Officer, Green Dot National

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

Dr. Cristina De Jesus – Chief Executive Officer, Green Dot California

Dr. Cristina De Jesus is the Chief Executive Officer of Green Dot California. She has been a member of the Green Dot Team since 2002, and served as Green Dot’s President and Chief Academic Officer for the last five years. As President and Chief Academic Officer, she oversaw all of Green Dot’s academic programs, curriculum development, human capital and training programs for administrators and teachers and led the charge to create Green Dot’s nationally-recognized teacher development and evaluation system. She also oversaw school operations, human resources, IT and data systems. She plays an integral role in the collaboration with Green Dot’s Board of Directors and Green Dot’s Teachers’ Union. Most recently, she has been part of the core team working on Green Dot’s plans to expand nationally.

Dr. De Jesus joined Green Dot as the founding principal at Ánimo Inglewood Charter High School, Green Dot’s second school. Four years later, she became Green Dot’s Vice President of Curriculum and Instruction, serving in that role for two years before being named Chief Operating Officer.

She was an English and History teacher for seven years in the Santa Monica/Malibu School District and earned National Board Certification in Early Adolescent/English Language Arts, an advanced teaching credential awarded to only a small fraction of our nation’s teachers.

Dr. De Jesus has earned a Masters of Education, a Masters of Education Administration, and recently earned her doctorate in Educational Leadership from UCLA. She has helped build the foundation of Green Dot’s success with a role in nearly every initiative and undertaking to boost student achievement.

Annette Gonzalez – Chief Academic Officer

Annette Gonzalez serves as the Chief Academic Officer of Green Dot. She was previously the Vice President of Education for Green Dot Public Schools. Working with the Cluster and Curriculum Directors, she is responsible for oversight and support of Green Dot’s 21 schools, the development of curriculum and assessments, coaching services for teachers, and the organization-wide transition to the Common Core.

Annette spent the last five years as a Cluster Director, coaching six Green Dot principals in the Lennox, Inglewood and South Los Angeles communities. As a Cluster Director, Annette worked with four Green

Dot high schools and two middle schools that opened in the Fall of 2011 through the Public School Choice process on the former campus of Henry Clay Middle School. Prior to becoming a Cluster Director at Green Dot, Annette was the principal of Ánimo Inglewood Charter High School, where she was also an Assistant Principal and the founding ninth grade English teacher.

Annette began her career as an English language arts and History teacher at Lincoln Middle School in the Santa Monica- Malibu Unified School District. In addition to teaching sixth grade, Annette was Nationally Board Certified in 2001 in Early Adolescent English Language Arts. Annette earned her undergraduate degrees in English and History from the University of California, Riverside.

Sabrina Ayala – Chief Financial Officer

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

Composition of Green Dot California Board of Directors

Kevin Reed – Board Chairman, Vice Chancellor of Legal Affairs at UCLA

As Vice Chancellor-Legal Affairs, Kevin S. Reed oversees UCLA's provision of campus-wide legal services, counseling, advice, assistance and litigation. He also supervises the provision of ombuds services, the prevention of sexual harassment and compliance with Title IX. A civil rights lawyer by training, Reed joined UCLA in March 2008, after serving as general counsel of the Los Angeles Unified School District (LAUSD), the nation's second largest school district. In nearly five years there, he directed LAUSD legal affairs, conducted litigation for the district and oversaw the work of 40 outside law firms and 40 in-house attorneys. Prior to joining LAUSD, Reed spent nearly 8 years in a boutique litigation firm, which followed six years as the managing attorney for the western regional office of the NAACP Legal Defense and Educational Fund, Inc., in Los Angeles.

Reed's career has engaged him in a broad range of legal issues — from authoring billions of dollars in voter-approved school bond measures, to defending the use of a probabilistic seismic hazard model to estimate earthquake losses, to election law, to employment, labor and government law. He led collective bargaining at LAUSD and was a principal architect of a pathbreaking "pilot school" agreement with the LAUSD teacher's union. His career has focused on constitutional issues and civil rights, from his days litigating police abuse and housing discrimination cases to his work with the school district's historic efforts to relieve overcrowding at schools in low-income neighborhoods, to his current work advising the UCLA senior leadership in their efforts to foster diversity and create opportunities for underrepresented minorities in one of the nation's premier public universities.

Reed remains committed to public education, serving on the Board of Directors of ExED, an organization dedicated to helping launch and professionally manage public charter schools and the Local Advisory Board of Education Pioneers, a national group focused on fostering professional talent for public education management. He also serves as one of UCLA's representatives on the governing council of the UCLA Community School, a parent- and teacher-led LAUSD pilot school in the Robert F. Kennedy Community Schools Complex. Reed received his J.D. degree, cum laude, from Harvard Law School and

his B.A. with distinction, from the University of Virginia. He is a member of the California, New York and Massachusetts state bars.

Dr. Jon P. Goodman – Former President of Town Hall Los Angeles

Dr. Jon P. Goodman, President of Town Hall Los Angeles, has occupied several leadership positions in projects designed to strengthen the LA region, as well as in academia and business outside of California. Under her leadership, Town Hall Los Angeles has once more become the venue of choice for world leaders in business, politics and culture. Since becoming President in 2005, the number of Town Hall events has risen more than 300% with a comparable audience increase; its podium has been the medium for major policy addresses from US Senators to heads of the Fortune 500.

As Executive Director of the EC2 Incubator at University of Southern California's Annenberg Center, Dr. Goodman built and led the nation's first new media incubator. Before founding EC2, she was the Director of the Entrepreneur Program at USC where she led it to the top-five national rankings. In that position, she developed the first entrepreneurial programs in South Los Angeles High Schools including Rosemead High School, Downey High School and Manual Arts High School. Dr. Goodman created the first direct business assistance program in South Los Angeles—The University Community Outreach Program/Business Expansion Network. She was a Founding Director of the Digital Coast Roundtable, has served as the Chair of the Los Angeles Venture Forum, and is currently a board member of Sage Publications, Inc., and Green Dot Public Schools.

Before relocation to Los Angeles, Dr. Goodman served as research professor and founder/Director of the University of Houston/Gulf Coast Small Business Development Center at the Bauer College of Business Administration, Strategy and Microeconomics from the University of Georgia. Throughout her career, she has been consistently recognized as an innovative, creative and committed leader. She was selected by *Wired* magazine as one of the 20 people in the nation who will help form the future of the entertainment industry and by the *Los Angeles Times* as one of the 10 most influential people on the region's technology business.

Salina Joiner – President of the Asociacion de Maestros Unidos

Salina is the President of the Asociacion de Maestros Unidos (AMU), the union that represents the teachers and counselors of Green Dot Public Schools. Prior to leading AMU, Ms. Joiner was an English teacher at Green Dot for 6 years. Before working at Green Dot, Ms. Joiner worked at College Summit, a nonprofit organization that partner with high schools and universities to send more students to college. In addition, Ms. Joiner participates in multiple civic causes across the city and has received multiple awards in recognition for her leadership. She graduated from the University of Southern California with a B.A. in International Relations magna cum laude.

Peter Scranton – Former Venture Capitalist

Peter Scranton has been developing early stage venture companies including an entrepreneurial venture partnership in retail marketing and a business service company dedicated to building employee engagement and productivity. Prior to developing venture opportunities, Mr. Scranton worked on client strategy, capital development, community assessment and feasibility and development planning for healthcare and science projects focusing on university and research institutions for Jensen + Partners, a project and construction management firm specializing in large scale institutional facilities in the healthcare, science and technology sectors.

Mr. Scranton was a principal in the Atlantic Advisory Group concentrating on strategic alliances, process management and raising capital for high tech and internet companies. He has been involved with digital content, online financial services and wireless initiatives. Previously, Mr. Scranton developed a company

that provided policy analysis via the Web and advised edutainment companies, based on more than a decade of experience in the entertainment industry.

Mr. Scranton has been instrumental in program development in the non-profit field from conferences for the Council on Foundations to programming for several non-profit organizations.

As chairman of a private foundation and an international non-profit organization, Mr. Scranton initiated and developed strategic planning, organizational systems, capital planning and capital development. He earned an M.A.O.M from Antioch University and a Bachelor of Arts from Yale University.

Bradley Tabach-Bank – President of Beverly Loan Company & New York Loan Company

Bradley Tabach-Bank was born and raised in Los Angeles. Mr. Tabach-Bank has been practicing law in Los Angeles since 1970 and currently splits his time between RP Realty Partners where he is in-house General Counsel and Beverly Loan Company which he owns with his son. Prior to joining RP in 2005, Mr. Tabach-Bank, was Counsel to Reish, Luftman, Reicher & Cohen from 2003 to 2005. From 1982 to 2003, Mr. Tabach-Bank was a principal of the law firm Tabach- Bank & Levenstein. Mr. Tabach-Bank was named a Real Estate Super Lawyer by Los Angeles Magazine in 2005, 2006 and 2007. Mr. Tabach-Bank has served on a number of charitable and educational boards and committees, including UCLA Live (Executive Committee), Vista Del Mar Child and Family Services (former Chair), Hebrew Union College, University of Southern California's Center for the Study of Jews in American Life, Jewish Federation Committee for Support of the Vulnerable, and the Israel Cancer Research Fund, which honored him as its Humanitarian of the Year in 2005. Mr. Tabach-Bank was also honored by the Pancreatic Cancer Action Network in 2007. Mr. Tabach-Bank holds a Bachelor of Arts degree from the University of California at Berkeley and a Juris Doctor degree from Cornell University Law School.

Gilbert Vasquez – Managing Partner at Vasquez & Company, LLP

Mr. Gilbert R. Vasquez is the Managing Partner of the certified public accounting firm of Vasquez & Company LLP. Since 1967, he has managed and directed a successful practice in public accounting, auditing, taxation, and financial consulting. Mr. Vasquez was a Chapter 7 Panel Trustee in the Central District of California, handling in excess of 3,000 bankruptcy cases annually. He has also served as a Chapter 11 Trustee, a Bankruptcy Examiner and a Receiver.

Mr. Vasquez is recognized as a prominent Certified Public Accountant, community leader and entrepreneur. He is a member in good standing with the American Institute of Certified Public Accountants and the California Society of CPAs. He is a past president of the California Board of Accountancy, the organization that licenses and regulates CPAs in California. He was the founder and past president of the Association of Latino Professionals in Finance and Accounting (ALPFA) – the most successful professional Latino association in the United States of America. He currently sits on its Corporate Advisory Board.

Mr. Vasquez was an executive board member of the 1984 Olympic Organizing Committee and currently serves as a board member on its successor organization, the LA84 Foundation. Mr. Vasquez also continues to serve as a board member of the Tomas Rivera Policy Institute, Manufacturers Bank, Promerica Bank, and Entravision Communications Corporation. He is also the Vice Chairman and one of the founding board members of the Latino Business Chamber of Greater Los Angeles. He has been a member of various Boards of Directors including the California State University Los Angeles Foundation, United Way of Los Angeles, Los Angeles Metropolitan YMCA, Congressional Hispanic Caucus, Los Angeles Area Chamber of Commerce, National Association of Latino Elected and Appointed Officials, and the National Council of La Raza. Other past corporate board appointments include Verizon (formerly) GTE of California, Glendale Federal Bank and Blue Cross of California.

Mr. Vasquez has received many honors including: the Mexican American Legal Defense and Education Fund Achievement Award, the Coca Cola Golden Hammer Award, and the Citizen of the Year by the Northeast Chapter of the American Red Cross. He also received recognition from the California State University of Los Angeles as one of the 40 outstanding luminaries for his exemplary service to the University on their 40th Anniversary and the YMCA of Metropolitan Los Angeles' Golden Book of Distinguished Service Award – the highest honor the YMCA bestows.

Mr. Vasquez received his Bachelor of Science in Business Administration, Major in Accounting from the California State University, Los Angeles.

Larry Wasserman – Chief Financial Officer of DreamWorks Studios

Since 2008, Larry Wasserman has served as Chief Financial Officer for DreamWorks Studios overseeing all financial activities and several divisions of the independent film studio. He previously served DreamWorks as a Vice President/Senior Vice President for Finance and Operations and Divisional CFO after the company's acquisition by Viacom. He also developed and implemented new processes and procedures for film green lighting, project spending tracking, and strategic planning as part of integration with Paramount Pictures and Viacom.

Previously, Mr. Wasserman was Director of Business Development and Strategic Planning, Motion Picture Group for Universal Studios where he constructed complex financial models for new film projects, joint ventures, distribution platforms, technologies and film financing by outside investors.

Mr. Wasserman graduated cum laude from Harvard University with a Bachelor of Arts degree in environmental science and public policy, June 1997. He also earned a Master of Business Administration degree from Harvard Business School.

School Administration

Ánimo Inglewood'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 Inglewood's principal, teachers, staff members, and community members exists to advise on school-site decisions.

School Advisory Council

The SAC reviews the school's strategic plan, monitors its implementation throughout the year, and provides numerous opportunities for students and parents to contribute to the school's operations and growth. 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 and is led by the principal. The SAC also includes teachers, classified staff members, parents, and students. Teachers and classified staff members are nominated or volunteer to serve on the SAC. Parents can volunteer and students are selected from the school's Student Council.

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), all other parent meetings are informative and open to all parents. Communication with parents 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.

Element 5: Employee Qualifications

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

“The qualifications to be met by individuals to be employed by the school.”

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 recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Ánimo Inglewood 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 Inglewood 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).

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, if applicable.
- 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 (ie student recruitment).

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.

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, an office manager, a parent coordinator, a campus aide and/or instructional aide. Since staffing is a local decision, the Ánimo Inglewood 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 Inglewood will try to hire its office staff from the community, particularly its office manager, so that the staff member develops close relationships to the community members they are serving. The principal of Ánimo Inglewood 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 school environment that is productive, safe and focused.
- Participate in Green Dot and individual professional development.
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e., student recruitment).

Office Manager Job Description

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

Parent Coordinator Job Description

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

- Process incoming and outgoing mail.
- Additional duties as assigned.

Campus Aide Job Description

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

Instructional Aide Job Description

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 that 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

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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

Principal's Experience & Education Qualifications

- Valid Administrator credentials.
- Relevant Masters or equivalent degree.
- Substantial teaching experience at the middle or high school level, with a history of improving student achievement.
- Experience working in an urban school setting.
- Prior administrative experience a large plus.
- Demonstrated leadership capabilities.
- Proven management and team building skills.
- Experience managing budgets, creating and implementing policies.
- Excellent interpersonal communication and writing skills.
- Experience working in an entrepreneurial environment.
- A passion for improving urban high schools and driving education reform.

Assistant Principal's Experience & Education Qualifications

- A minimum of 5 years teaching experience, preferably at the middle or high school level, with a history of improving student achievement.
- Experience as an assistant principal is preferred but not required.
- 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.
- California Clear single-subject or multiple subject teaching credential.
- A passion for improving urban schools and driving education reform.
- Knowledge of bilingual education.
- Bilingual (English/Spanish) highly desirable.
- Valid CA Administrative Credential (or in the process of obtaining one) or comparable out of state credential which is transferrable.

Teacher's Experience & Education Qualifications

- Bachelor's degree.
- California multiple subject* or single-subject intern, preliminary or clear credential, and for most subjects, passage of the CSET. (*Applicants with multiple-subject credentials are required to obtain single-subject credentials or subject-matter authorizations.)
- Specialized Special Education credentials, as appropriate.
- 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.

Counselor's Experience & Education Qualifications

- A California Clear PPS Credential in School Counseling/Guidance is required.
- MA/MS degree in School Counseling from an accredited college or university highly desirable.
- Experience with individual and group counseling 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.

Office Manager's Experience & Education Qualifications

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

Parent Coordinator's Experience & Education Qualifications

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

Campus Aide's Experience & Education Qualifications

- Minimum of 2 years of experience in security is required. School security experience is preferred but relevant experience in these other fields of security may be considered: government security, industrial security, military, or law enforcement.
- High school diploma or general education degree (GED).
- School Security Certification as required by SB 1626 and Education Code 38001.5.
- A valid Driver's License and clean driving record.
- Must be CPR and First-Aid certified.

Instructional Aide's Experience & Education Qualifications

- High school diploma or the equivalent, and two years of college (48 units), or attainment of an Associate in Arts degree (or higher), or passing of a local assessment of knowledge and skills in assisting in instruction.
- 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.

Green Dot schools have a rigorous national recruitment process. We advertise or plan to advertise in publications such as Los Angeles Times, Association of California School Administrators, National

Association of Secondary Principals, EdWeek, and the Chronicle of Higher Education. We also employ internet resources such as Ed-Join and MonsterTrak.

Process for Staff Selection

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

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

During its teacher selection process, Green Dot's 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.
- Have applicants complete an online competency assessment
- Complete a phone screen 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
 - Give all teaching candidates a standard interview that measures teaching aptitude in an urban setting
 - Arrange that candidates be interviewed at the school site by stakeholders
 - Have final teacher candidates teach a demonstration lesson that must be student-driven and exhibit a strong command of the subject area
 - Ensure that all candidates pass TB and DOJ clearances

Like every other Green Dot school, Ánimo Inglewood, 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 clearances

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

Staff Measures of Assessment for Performance and General Compensation

	Performance Measures	Salaries and Benefits
Principal	<ul style="list-style-type: none"> • Ability to achieve educational outcomes • Ability to balance the budget • Ability to complete required job duties • All Administrators will be evaluated using the Green Dot Leader Evaluation <ul style="list-style-type: none"> • Domain 1: Instructional Leadership • Domain 2: People Management • Domain 3: Resource Management • Domain 4: School Culture 	<ul style="list-style-type: none"> • \$95,000-\$122,000 • Standard Green Dot benefits, available to all full-time (30 hours/week or more) employees: full medical, dental, vision, life and disability insurance, retirement savings plans
Assistant Principal	<ul style="list-style-type: none"> • Ability to achieve educational outcomes (see “Measurable Pupil Outcomes”) as well as achieve parent/community involvement • Ability to complete required job duties • All Administrators will be evaluated using the Green Dot Leader Evaluation <ul style="list-style-type: none"> • Domain 1: Instructional Leadership • Domain 2: People Management • Domain 3: Resource Management • Domain 4: School Culture 	<ul style="list-style-type: none"> • \$83,000-\$104,000 • Standard Green Dot benefits
Teachers	<p>All teachers will be evaluated using the AMU/Green Dot Teacher Evaluation System, a systematic appraisal of performance based on the California Standards for the Teaching Profession. The evaluation system is based on the following standards:</p> <ul style="list-style-type: none"> • Standard 1: Engaging & Supporting Students in Learning • Standard 2: Creating & Maintaining Effective Environments for Student Learning • Standard 3: Understanding and Organizing Subject Matter for Student Learning • Standard 4: Planning Instruction & Designing Learning Experiences for All Students • Standard 5: Assessing Student Learning • Standard 6: Developing as a Professional Educator 	<ul style="list-style-type: none"> • \$48,070-\$82,612 • Standard Green Dot benefits
Counselor	<p>All counselors will be evaluated using a process of self-reflection and appraisal of performance based on the National Association for College Admission Counseling competencies. These competencies include:</p> <ul style="list-style-type: none"> • Competency 1: The Possession and Demonstration of Exemplary Counseling and Communication Skills • Competency 2: The Ability to Understand and Promote Student Development and Achievement • Competency 3: The Ability to Facilitate Transitions and Counsel Students Toward the Realization of their Full Educational Potential 	<ul style="list-style-type: none"> • \$48,070-\$82,612 • Standard Green Dot benefits

	<ul style="list-style-type: none"> • Competency 4: The Ability to Recognize, Appreciate, and Serve Cultural Differences and the Special Needs of Students and Families • Competency 5: The Demonstration of Appropriate Ethical Behavior and Professional Conduct in the Fulfillment of Roles and Responsibilities • Competency 6: The Ability to Develop, Collect, Analyze and Interpret Data • Competency 7: The Demonstration of Advocacy and Leadership in Advancing the Concerns of Students • Competency 8: The Ability to Organize and Integrate the Pre-college Guidance and Counseling Component into the Total School Guidance Program 	
Office Manager	Evaluations will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the administration.	<ul style="list-style-type: none"> • Starting at \$40,000 • Standard Green Dot benefits
Parent Coordinator	Evaluations will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the administration.	<ul style="list-style-type: none"> • Starting at \$15/hour • Standard Green Dot benefits
Campus Aide	Evaluations will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the administration.	<ul style="list-style-type: none"> • Starting at \$14/hour • Standard Green Dot benefits
Instructional Aide	Evaluations will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the administration.	<ul style="list-style-type: none"> • Starting at \$14/hour • Standard Green Dot benefits

Strong performance will be acknowledged, rewarded and replicated if possible. When performance is fair or poor, support will be provided to ensure stronger student success. If teachers are consistently underperforming, they can be let go for just cause. Green Dot and its schools operate on a yearly contractual basis so that each teacher is evaluated annually as per Article XXII in the contract between Green Dot Public Schools and the Asociación de Maestros Unidos/CTA/NEA. Teacher evaluations occur throughout the school year by both the administrator through the teacher evaluation system and by fellow teachers. Green Dot will also monitor credentials in accordance with NCLB and will adhere to NCLB’s definition of highly qualified. Teachers have the right to appeal any evaluation to AMU as well as Green Dot management and ultimately the Green Dot Board of Directors. The appeal/grievance process is outlined in the AMU contract attached in the Appendix.

Element 6: Health and Safety Procedures

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

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

Ánimo Inglewood shall adopt and implement a comprehensive set of health, safety and risk management policies that will address, at a minimum, the following:

- Policies and procedures for responses to disasters and emergencies including fires and earthquakes;
- Comprehensive health and safety plan (covering earthquake and fire drills, terrorist threat, child abuse etc.), including how the school will maintain campus safety for students and employees.
- A policy requiring that instructional and administrative staff to receive training in emergency response, including first aid, first responder training or its equivalent;
- A policy relating to blood-borne pathogens;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by Cal/OSHA, the California Health and Safety Code, and the Healthy Schools Act, and EPA;
- Screening for vision, hearing, and scoliosis, if applicable under CA Ed Code section 49450 et seq.;
- Policies relating to the administration of prescription drugs and other medicines; and
- A policy establishing Ánimo Inglewood as a drug, alcohol and tobacco free workplace. The policy will adhere to Title IV of the Safe and Drug-Free Schools and Communities Act to ensure that the campus is kept safe and are tobacco, drug, and alcohol free.

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. 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 child abuse awareness and reporting and bloodborne pathogens awareness, 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 Plan, and keep it readily available for use and review upon District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. 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, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

SAFE PLACE TO LEARN ACT

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

Custodian of Records

Green Dot Human Resources Manager serves as the Charter School's Custodian of Records per the California Department of Justice Requirements.

Security

The Charter School uses outsourced security services and campus security officers. These security guards will know the students, the neighborhood, and the parents.

Nursing

The office manager will be trained in basic techniques such as CPR and nursing for minor issues (e.g., distribution of band aids, cold compress). If there is any serious injury and/or illness, the appropriate local paramedic or hospital will immediately be contacted.

Student Health and Wellness

Green Dot follows the policies and regulations set forth by the Healthy, Hunger-Free Kids Act (HHFKA) of 2010 as all schools participate in the federally-assisted National School Lunch Program. In addition, the majority of Green Dot schools also participate in the School Breakfast Program and Meal Supplements (Afterschool Snack) or Child and Adult Food Care Program (Supper). All meals offered to our students through these programs comply with the nutrition standards set forth by the USDA. Green Dot received a certification of compliance with the New Meal Pattern as required under the HHFKA in the school year 2012-2013.

Property Insurance

Green Dot has obtained property insurance coverage for its schools, which have been approved by Inglewood Unified School District and comply with Uniform Building Codes, federal American with Disabilities Act (ADA) access requirements, Asbestos Hazard Emergency Response Act (AHERA) regulations and any other applicable fire, health, and structural safety requirements.

Element 7: Means to Achieve Racial and Ethnic Balance

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

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

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 Inglewood 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 Inglewood 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 Crawford order.

While open to all students, Ánimo Inglewood will seek to serve the students who reside in the Inglewood community. The community-based recruiting effort will start in the Fall and may include:

- Direct middle school recruiting at schools such as: Crozier Middle School, Monroe Middle School, Frank D. Parent K-8, La Tijeria K-8 Charter School Academy of Excellence, Century Community Charter School – Ánimo Inglewood hopes to make classroom presentations at public feeder schools and feeder charter schools;
- Mailings – Ánimo Inglewood intends to send out flyers to area families informing them of the option to apply;
- Open house meetings – Ánimo Inglewood will host numerous open houses throughout the recruiting period to inform parents about the school;
- Community partnerships – Ánimo Inglewood will work community leaders to “get the word out” about the school;
- Community walks – Ánimo Inglewood may go door to door, talk to families, and hand out information about the school; and
- Direct advertising – Ánimo Inglewood may advertise in local media, including Spanish-language newspapers (*La Opinion*, *Hoy* and *Classificados*), neighborhood newspapers, church bulletins and the like. All information, collateral, meetings, and communications will be made in English and Spanish and any other language Ánimo Inglewood deems appropriate based on the needs of the community. We believe these outreach efforts will attain a racial and ethnic balance at Ánimo Inglewood reflective of the surrounding community and IUSD.

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

Element 8: Admissions Requirements

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

“Admission requirements, if applicable.”

Admissions Requirements

Ánimo Inglewood will admit all pupils who wish to attend the school as per Education Code section 47605(d)(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 Inglewood shall comply with all laws establishing the minimum and maximum age for public school enrollment. Ánimo Inglewood 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.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Charter School shall adhere to the provisions of the 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 the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

Student Recruitment

Ánimo Inglewood is committed to serving all students, including low-income, economically disadvantaged students and educationally disadvantaged students. As with other Green Dot schools, Ánimo Inglewood 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. Additionally, Ánimo Inglewood will recruit and reach out to students in its target population by promoting the successes of students in similar subgroups and by hosting events at the campus to introduce the school to interested families and community members. Specific activities that will be employed by Ánimo Inglewood include:

- The use of English and Spanish collateral and materials;
- Extensive grassroots marketing (e.g., door knocking, tables at community events, community walks); and
- Simple, easy-to-use forms and easy-to-understand brochures.

Intent to Enroll

Each party interested in enrolling at Ánimo Inglewood will be asked to complete a lottery form requesting contact information. If the number of completed lottery forms exceeds the grade-level capacity, a random, public lottery will determine enrollment. Written information about the school and the lottery shall be available to each interested party. No test or assessment shall be administered to applicants prior to acceptance and enrollment into the school.

Open Enrollment Period

Ánimo Inglewood anticipates that the open enrollment period may start as early as October 1st and last until the lottery takes place (as necessary) and no later than May 30th. Ánimo Inglewood will reach out to local middle schools with information about enrollment in the school, and interested families and parties

may request information about the timeline, rules and procedures that are followed during the open enrollment period and lottery processes. This information will be made available verbally, online and in print form. 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.

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, 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, 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.

Lottery Preferences

Existing students will be exempt from the public random drawing. Preference shall be given in the following order:

1. Students with siblings currently attending Ánimo Inglewood
2. Children of Ánimo Inglewood school employees or Green Dot employees (This preference will not exceed 10% of the school's enrollment.)
3. Students who live within Inglewood Unified School District boundaries per Education Code section 47605(d)(2)(B)

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 participate as long as all required documentation is submitted prior to the lottery date. The school may choose to conduct the lottery using an automated online system to ensure that the process is fair and equitable for all participants. If the school uses a manual system, it will follow these procedures:

- Each applicant's name and birthdate will be put on a card. Each card will be identical in size, shape and weight.
- The cards will be put into a container or lottery device that will mix them.
- The cards will be drawn from the container randomly.
- Two separate observers will collect lottery cards and enter the results into an electronic database. The database will be double checked to the physical cards to ensure accuracy.

In both the automated online and manual lotteries, applicants will be admitted to the school in the order they are drawn, up to the grade level capacity. The school reserves the right to select more than the applicable 9th grade capacity for admission to ensure the school's overall enrollment is stable as long as the increase would not require a material revision to the charter (more than 20% or 100 students, whichever is less, above the enrollment capacity). Should the Principal elect to enroll more students than the grade level capacity, an announcement will be made at the lottery and additional students will be enrolled based on the lottery and the methods described. All lottery cards and databases will be kept on file by the school or by Green Dot.

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

The school's automated online lottery system helps ensure a fair execution of lottery and waitlist procedures. Lottery preferences, lottery results, waitlist results and communications attempts with families will be documented within the system. Administrators and school staff are trained on the automated lottery system each year by the Green Dot Operations department.

Communication

The acceptance list and waitlist will be made public as soon as practicable, posted in public locations. Parents/guardians of applicants on the enrollment list and waitlist will also receive letters or phone calls from Green Dot employees. Parents/guardians of applicants that submitted a lottery form will receive 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.

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

Element 9: Annual Financial Audits

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

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

Green Dot's management shall annually oversee the selection of a reputable independent auditor and the completion of an annual audit of Ánimo Inglewood's financial books and records, including attendance. 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 Inglewood's financial statements (including their Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices, and review internal controls. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office Management and Budget such as Circular A-133.

Green Dot currently uses Vavrinek, Trine, Day and Company, LLP as its independent auditor. It is a firm of Certified Public Accountants licensed in the State of California with seven offices in the State. It began operations in 1948 and since that time has conducted audits of K-12 Local Education Agencies and has had charter school clients since the passing of CA charter school legislation in 1992. As a result of this past experience, Vavrinek, Trine, Day and Company, LLP are experts in regards to the rules and regulations with respect to generally accepted auditing standards and generally accepted accounting principles.

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 Inglewood Unified School District. Audit exceptions will be addressed immediately upon being aware of the exception.

Green Dot has not had any audit exceptions, material weaknesses, findings or deficiencies, however if we were to have one, the process to address it would be to escalate the finding to the Controller and CFO, and for them to take corrective action with the help of the auditors. The CEO and Audit committee would be made aware immediately of the finding as well as the corrective action. The Audit committee would not only be made aware, but they would also be part of the determination of corrective action and subsequent steps. If there were some sort of misconduct or fraud, Legal Counsel would also be advised immediately. Once corrective action has been taken, the auditors would be re-engaged with proof of corrective action.

Ánimo Inglewood will act upon these recommendations, and report its actions to Inglewood Unified School District. Exceptions and deficiencies will be resolved to the satisfaction of the Inglewood Unified School District State Trustee and staff.

Consistent with AB 1994, Ánimo Inglewood will provide an annual financial report to IUSD in a format developed by the Superintendent of Public Instruction. Ánimo Inglewood will submit its annual audit to the State Controller, COE, CDE and IUSD. Green Dot's Compliance Senior Manager ensures all reports are submitted correctly, completely and in a timely manner.

Administrative/business operations are performed by Green Dot's Home Office. Green Dot provides the following services, plans and systems to its schools and will provide similar services to Ánimo Inglewood:

- Budget preparation

- Application for revolving loan
- Set-up of fiscal control policies and procedures
- Set-up and assistance for administration of human resources – including payroll
- Interface when necessary with district, county, and state in matters relating to fiscal affairs, reporting, audits, accountability
- Attendance accounting and reporting controls
- Accounting services – including establishing chart of accounts (SACS) and financial statement preparation
- Set-up of banking relationships
- Preparation for annual audit

Oversight Costs

The District shall charge Ánimo Inglewood for supervisory oversight of Ánimo Inglewood, up to any maximum permitted by law (currently described and limited in Education Code section 47613), currently set at 1%. Ánimo Inglewood acknowledges that the District’s actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

Additional services provided by Green Dot’s Home Office are detailed later in the charter.

Element 10: Suspension and Expulsion Procedures

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

“The procedures by which pupils can be suspended or expelled.”

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 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.

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 the charter petition and the Ánimo Inglewood Parent-Student Handbook.

Green Dot has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent-Student Handbook. The discipline policy of Ánimo Inglewood will be reviewed with students and parents upon admission to Ánimo Inglewood and the signing of the Parent-Student Handbook. By signing the Parent-Student Handbook, students and parents 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, school detentions, in-school suspensions, Saturday schools, disciplinary probation, and guidelines for suspension and expulsion. The student discipline policy will define student responsibilities, unacceptable behavior, and the consequences for noncompliance. Ánimo Inglewood’s student discipline policy has been established in order to promote learning and protect the safety and well-being of all students at the school. Green Dot and Ánimo Inglewood administrators have reviewed the suspension and expulsion portion of the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. This policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school’s pupils and their parents/guardians. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

The school implements school-wide behavior supports and alternatives to out-of-school suspension. Examples include: merit card program, teacher and student mediation, on campus suspension, parent-student shadow days, written student reflections and campus community service.

Progression of Disciplinary Procedures

Teachers are responsible for the day-to-day discipline in their classrooms with the understanding that teachers have many different roles beyond just disciplinarian. 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. Disciplinary options available to the teachers include: warning, detention, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

Teacher Detention

Prior to suspensions and expulsions, students may receive any or all of the following: warnings, detentions, phone calls home, parent conferences, and a behavior contract. Any teacher may assign a teacher's detention to a student.

Offenses That May Result in a Teacher's Detention

As a general rule, teachers assign a Teacher Detention for minor classroom misconduct such as: chewing gum, passing notes, making noises, or cheating. 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

These 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 a remedial 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. School events, activities or athletics are not valid reasons for missing a detention.

After a student is given an administrative detention, the student's parent/guardian is notified by telephone by the Principal or designee. Green Dot will use a progressive discipline system as defined in the School's Parent-Student handbook to intervene in student behavior.

Grounds for Suspension and Expulsion

Suspension

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

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

Whether suspension occurs in-school or out, the maximum number of consecutive days a student may be suspended is five (5) days, unless the suspension is extended pending an expulsion hearing with the Discipline Review Board.

For students on suspension pending an expulsion hearing, schools 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 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 the main office under appropriate supervision as needed.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

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

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. Parents are notified via phone, written suspension notice and in person if possible.

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

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice requests that the parent/guardian respond to the administrator the next school day.

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
<p>Principal shall immediately suspend and recommend expulsion when the following occur <u>at school or at a school activity off campus.</u></p> <p>1. Possessing, selling, or furnishing a firearm.</p>	<p>Principal must recommend expulsion when the following occur <u>at school or at a school activity off campus unless</u> the principal determines that the expulsion is inappropriate.</p> <p>1. Causing serious physical injury to another person, except in self-defense.</p>	<p>Principal may recommend expulsion when the following occur at any time, including, but not limited to, <u>while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.</u></p> <p>1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious.) 2. First offense of possession of marijuana of not more than one ounce, or alcohol. 3. Sold, furnished, or offered a substitute substance represented as a controlled substance.</p>
<p>2. Brandishing a knife at another person.</p>	<p>2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.</p>	<p>4. Caused or attempted to cause damage to school or private property. 5. Stole or attempted to steal school or private property. 6. Possessed or used tobacco. 7. Committed an obscene act or engaged in habitual profanity or vulgarity.</p>
<p>3. Unlawfully selling a controlled substance.</p>	<p>3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication)</p>	<p>8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. 9. Disrupted school activities (school-wide activities; issued only by an administrator) 10. Knowingly received stolen school or private property. 11. Possessed an imitation firearm. 12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel.</p>
<p>4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]).</p>	<p>4. Robbery or extortion.</p>	<p>13. Engaged in sexual harassment. 14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. 15. Made terrorist threats against school officials or school property, or both. 16. Willfully used force or violence upon the person of another, except in self-defense.</p>
<p>5. Possession of an explosive</p>	<p>5. Assault or battery upon any school employee.</p>	<p>17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. 18. Any behavior listed in Category I or II that is related to school activity or school attendance but that not occur <u>on campus</u> or at a <u>school activity off campus.</u> 19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. 20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. 22. Aided or abetted the infliction of physical injury to another person (suspension only). 23. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing. 24. Intentionally "hacked" or broken into a School or School affiliated technology system.</p>

Student Discipline Review Board

Each 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 on discipline-related issues. The DRB is comprised of at least 1 administrator (Principal/Assistant Principal), 1 classified employee, counselor or dean and 3-4 teachers. Teachers and counselors will be nominated and voted on by the faculty at the beginning of the school year (no later than September 30th). The Principal convenes the board when needed, is Chair, and is a non-voting member. It is the responsibility of the Principal to have available all pertinent materials for each gathering.

The DRB convenes when a student commits a serious violation of the discipline code (Categories I and II as identified in matrix above) or has broken the terms of his/her particular contract (e.g., attendance/academic, personal, discipline). The school should schedule the DRB conference when it issues the suspension paperwork. While it is important that all evidence is collected in advance of the DRB, the conference must occur before the student returns to school at the end of the suspension period. The DRB may recommend disciplinary action, terms of probation, suspension duration, and withdrawal from the school or expulsion. *While five (5) school days is the maximum initial suspension allowed; following the conference, suspension may be extended pending the results of the DRB conference.*

Expulsion (Dismissal from School)

A student may be dismissed from Ánimo Inglewood for any of the violations listed above in the section titled: “Matrix for Suspension/Expulsion Recommendation,” upon recommendation by the Principal and after a hearing in front of Green Dot’s Home Office Discipline Review Panel.

Upon a recommendation of Expulsion by the Principal or designee, the pupil and the pupil's guardian or representative will be invited to a conference with a school administrator to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Students shall not be suspended for more than a total of twenty (20) school days in a 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), 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:

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

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or occurring within any other school district. 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

A student may be expelled by Green Dot's Home Office Discipline Review Panel following a hearing before it. The Home Office Discipline Review Panel will consist of the following members:

- Cluster Director or Vice President of Education
- Two administrators from a campus not bringing forth the case
- Two teachers from a campus not bringing forth the case
- Translator (as needed)

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 Home Office Discipline Review Panel ("DRP") hearing. When selected for a Home Office DRP hearing, an administrator invites a member of his/her school site Discipline Review Board to attend.

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 DRB determines that the student has committed an expellable offense at the DRB conference. 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 hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice will be mailed by the Principal within 7 days notice and will include student identification information, a description of the offense, applicable expulsion provision, student rights for due process, a description of the expulsion proceedings, the right to request representation, the right for the meeting to be held in public session, the right to inspect and obtain all copies of documentation, and the date and time of the hearing.

A record of the hearing shall be made and will be maintained as long as a reasonably accurate and complete written transcription of the proceedings can be made. Refer to the Discipline Review Panel – Expulsion Hearing Script for additional information.

Within ten (10) school days after this hearing, the Home Office Discipline Review Panel (“DRP”) will determine whether to recommend expulsion to the Charter School. If the Discipline Review Panel recommends against expulsion, then the student will be immediately reinstated and permitted to return to an instructional program. If the DRP recommends the pupil for expulsion, the matter will then be decided by the Green Dot California Board of Directors who may or may not accept the recommendations to expel and/or any other recommendations the DRP may make.

Green Dot will provide the student/parent/guardian with the Findings of Fact, which will include a description of the outcome of the hearing and, an expulsion order and rehabilitation plan. A sample Findings of Fact template is available upon request.

The Green Dot Student Policy Manual contains a comprehensive description of the Charter School’s expulsion procedures and is available upon request.

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 issuance of the Finding of Facts.

If requested, an expulsion appeal meeting will be held with the Chief Academic Officer, who 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 within 10 calendar days from the date of the expulsion appeal meeting. 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 the appeal to the Board.

If the expulsion appeal goes to the Board, the Green Dot Personnel Action Committee will hold a closed session meeting to hear the appeal. The Personnel Action Committee (“PAC”) is a Board Committee whose membership consists entirely of Board members. The PAC’s duly authorized jurisdiction covers student expulsion hearings. The PAC will review all relevant materials including, but not exclusive to:

- A. All documents submitted during the Expulsion Hearing by the student and the school,
- B. The Findings of Fact and Expulsion Order,
- C. Appeal letters to the Chief Academic Officer and Response, and

D. Letter from parent requesting an appeal to the Board.

The scope of the Board’s review shall be limited to:

- A. Whether the Panel acted without or in excess of its jurisdiction;
- B. Whether there was a fair hearing;
- C. Whether there was a prejudicial abuse of discretion in the hearing; and
- D. 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

With the Finding of Facts, students/parents/guardians are provided with support 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 IUSD Suspension and Expulsion Unit as needed.

STUDENTS WITH DISABILITIES

Charter School shall implement operational and procedural guidelines ensuring 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the district Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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. 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 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- 1) Was the misconduct caused by, or directly and substantially related to the student’s disability?
- 2) Was the misconduct a direct result of the Charter School’s failure to implement 504?

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, 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.

Additional information about the student discipline policy at Green Dot schools can be found in the Ánimo Inglewood Parent-Student Handbook and the Green Dot Student Policy Manual which are available upon request.

Element 11: Employee Retirement Systems

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

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”

Ánimo Inglewood teachers, administrators, counselors, special education program administrators 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. Other employees (e.g., office managers, office assistants) shall be covered by the Public Employees' Retirement System (PERS) or Social Security as appropriate throughout the duration of the charter school's existence under the same CDS code.

Payroll services for all of Green Dot's current employees are processed by Green Dot's Finance & Accounting department through Ceridian, Green Dot's HR & Payroll service provider. Green Dot, at the directive of LACOE, utilizes the services of Hess & Company to translate Ceridian data into the approved LACOE data format. Green Dot shall submit retirement contributions to Hess & Company in a timely manner. Hess & Company ensures the accuracy of the STRS/PERS reporting to LACOE based on their long history of working with LACOE.

Element 12: Public School Attendance Alternatives

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

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

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

Ánimo Inglewood is a school of choice; no student is required to attend.

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

Parents and guardians of each student enrolled in the charter school will be informed on writing that students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the charter school except to the extent that such a right is extended by the local educational agency.

Element 13: Rights of District Employees

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

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

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.

Ánimo Inglewood employees are employees of Green Dot. In the event Ánimo Inglewood or Green Dot ceases to operate or in the event Ánimo Inglewood employees seek employment in the District or county, they are considered free to do so unless otherwise stipulated.

Element 14: Mandatory Dispute Resolution

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

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

Disputes between Ánimo Inglewood and District:

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of Ánimo Inglewood or the District’s oversight obligations, or a dispute otherwise arises between the District and Ánimo Inglewood, the following procedures shall be followed to resolve the dispute:

1. Pursuant to Education Code 47607(d), should the District State Trustee determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.
2. If the violation or issue in question does not constitute a severe and imminent threat to the health or safety of pupils, District will provide written notification of the violation or issue. The date that this notice is sent shall be the “Notice Date.” This notice will constitute the notice required under the provisions of Education Code 47607(d) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than fifteen (15) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent’s designee, and the Ánimo Inglewood representative will be the Chief Academic Officer or the Chief Academic Officer’s designee. If the dispute is not resolved at this meeting, the parties will proceed to step 3.
3. District shall send written notification to Ánimo Inglewood summarizing the result of the meeting held pursuant to Step 2 and setting forth the violation or issue and demanding that it be cured. District shall provide Ánimo Inglewood a reasonable amount of time, not to exceed thirty (30) calendar days, or such longer period as is agreed to in writing between both parties, after the date such written notice is sent to cure the violation or issue. All periods of time from the Notice Date through the completion of this formal time given for cure (as well as any time during which any informal attempts at resolution are undertaken by the parties), shall constitute the reasonable cure period required by Education Code section 47607 prior to revocation of a charter. If the violation or issue is not cured within this time period, the parties will proceed to Step 4.
4. District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code section 47607 or applicable law.
5. The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.
6. In the event of a dispute raised by Ánimo Inglewood against District over the terms of the Charter, Ánimo Inglewood shall put the dispute in writing to the State Trustee or designee, and the State Trustee or designee shall meet with the Chief Academic Officer or Chief Academic

Officer's designee to seek resolution within two weeks of receiving the written complaint. After this meeting if resolution is not reached, both parties are free to pursue any other legal remedy available. However, mediation may be commenced with the agreement of both District and Ánimo Inglewood, with the costs of the mediator to be split by both parties.

Internal Disputes:

Ánimo Inglewood shall have an internal dispute resolution process to be used for all internal disputes related to Ánimo Inglewood's operations. Parents, students, board members, volunteers, and staff at Ánimo Inglewood will be provided with a copy of Ánimo Inglewood's policies and dispute resolution process. District will refer all disputes not related to a possible violation of the Charter or law or to the operation of Ánimo Inglewood or District's oversight obligations to Ánimo Inglewood. Ánimo Inglewood shall provide District written notice of the resolution of any such internal disputes that were initially submitted to the District and referred by the District to Ánimo Inglewood.

Element 15: Exclusive Public School Employer

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

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

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from IUSD 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.

Certificated employees at Green Dot schools have organized as the Asociación de Maestros Unidos (AMU), an affiliate of the CTA. Green Dot’s first comprehensive agreement with the AMU was signed and completed in spring 2003. Green Dot anticipates that certificated employees of Ánimo Inglewood will join AMU, unless otherwise agreed upon between Green Dot and AMU.

Classified employees at Green Dot schools have organized as the Ánimo Classified Employees Association, an affiliate of the CTA. Green Dot’s first comprehensive agreement with the ACEA was approved by the Green Dot Board of Directors in May 2009 and will become effective July 1, 2010.

Employee Compensation, Work Year and Hours of Employment

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

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

Dispute Resolution Process

The dispute resolution process for certificated and classified Green Dot employees is defined by their respective collective bargaining agreements.

Element 16: Charter School Closure Procedures

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

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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.”

The following procedures shall constitute the “Closure Protocol” and shall apply in the event Ánimo Inglewood ceases to be a charter school or otherwise closes for any reason:

Any decision to close Ánimo Inglewood as a charter school operating pursuant to this Charter shall be documented by official action of the Green Dot Board (“Closure Action”). The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed, the Green Dot Board votes to close Ánimo Inglewood, or the Charter lapses. In the event of a Closure Action, the following steps shall be implemented.

- The Green Dot Board will notify the authorizer of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.
- Written notification to the home districts of the list currently enrolled students within 72 hours of the determination of the Closure Action.
- Written notification of the Closure Action and the effective date of closure of Ánimo Inglewood shall be made by Ánimo Inglewood to the California Department of Education and the Los Angeles County Office of Education by registered mail within 72 hours of the Closure Action.
- On closure, Ánimo Inglewood shall remain responsible for all liabilities or debts incurred by Ánimo Inglewood arising from the operation of the charter school.
- The Green Dot Board will ensure notification to the parents and students of Ánimo Inglewood of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice will be provided within 72 hours of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and completed coursework.
- Ánimo Inglewood will provide parents, students and the receiving school districts with copies of all appropriate student records within seven (7) calendar days from the determination of the Closure Action or within seven (7) days of the last student attendance day at Ánimo Inglewood if Ánimo Inglewood is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 USC Section 1232g. Ánimo Inglewood will ask the District to store original records of Charter School students.
- As soon as is reasonably practical, Ánimo Inglewood will prepare final financial records. Ánimo Inglewood will also have an independent audit completed by an independent auditor, approved in advance by the District Board, and included on the State Controller’s approved list of independent auditors as soon as is reasonably practical, but in no case later than six (6) months after closure. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by Ánimo Inglewood shall be the responsibility of Ánimo Inglewood and not the District. Ánimo Inglewood understands and acknowledges that Ánimo Inglewood will cover the outstanding debts or liabilities of Ánimo Inglewood. Any unused monies at the time of the audit will be returned to the appropriate funding source. Ánimo Inglewood

understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the District or SELPA, as appropriate, and other categorical funds will be returned to the source of funds.

- Ánimo Inglewood shall retain sufficient staff, as deemed appropriate by the Green Dot Board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.
- The Green Dot Board shall adopt a plan for wind-up of the School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
- In addition to the final audit, Ánimo Inglewood shall also submit any required year-end financial reports to the California Department of Education and the District, in the form and timeframe required.
- If Ánimo Inglewood is operated by or as a nonprofit corporation, and the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.

This Closure Protocol shall survive the revocation, expiration, termination, cancellation of this Charter or any other act or event that would end Ánimo Inglewood's right to operate as a charter school pursuant to this Charter or cause Ánimo Inglewood to cease operation. Ánimo Inglewood and the District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Ánimo Inglewood breach any obligation under this Closure Protocol. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Closure Protocol or any provision of this Closure Protocol 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 Green Dot is dissolved, all remaining assets will be liquidated and all creditors will be paid first. Upon the winding up and dissolution of Green Dot, after paying or adequately providing for the debts and obligations of Green Dot (including any obligations requiring the return of grant funds on the dissolution of Green Dot), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to a political subdivision of the state organized for educational purposes at the discretion of Green Dot's governing board. Any remaining assets of Green Dot shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

Additional Provisions

Submittal of Documents, Reports, and Information

- Ánimo Inglewood shall submit all documents, reports, and information to the District required by law, including but not limited to, all reports required pursuant to Education Code section 47604.33.
- On or before July 15 of each year, Ánimo Inglewood shall submit to the District an approved school calendar establishing that Ánimo Inglewood is complying with the required minimum number of school days and an approved bell scheduled to establish the number of instructional minutes being offered.
- Ánimo Inglewood shall provide the District with a list of classes to evidence class offerings for the semester before the commencement of each new semester.
- On or before November 1, Ánimo Inglewood shall provide the District with a student roster by zip code to determine tracking of students between the District and the Charter School.
- Pursuant to Education Code 47605(d)(3), if a pupil who is subject to compulsory full-time education pursuant to Education Code section 48200 leaves the Charter School without graduating or completing the school year for any reason, Ánimo Inglewood shall notify the superintendent of the school district of the pupil's last known address within thirty (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.

Inspections

Ánimo Inglewood agrees to permit the District to inspect and receive copies of all records relating to the operation of Ánimo Inglewood, including financial, personnel, attendance accounting, and pupil records to the extent permitted by law. Ánimo Inglewood shall promptly comply with all reasonable inquiries from the District in accordance with Education Code section 47604.3. Ánimo Inglewood shall be subject to the California Public Records Act.

Governing Law and Construction

This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

Debts and Obligations

- Ánimo Inglewood and Green Dot shall be solely responsible for all costs and expenses related to this Charter and its operation, including but not limited to, costs of insurance, reserves, staff and operations.
- Ánimo Inglewood and Green Dot shall have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents which are not approved or ratified by the District State Trustee or designee as required by law, including but not limited to, Education Code section 17604, shall be unenforceable against the District and shall be Ánimo Inglewood and Green Dot's sole responsibility.

Independent Entity

Ánimo Inglewood and Green Dot and their respective officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this Charter as a wholly independent entity. Inglewood Unified School District and Ánimo Inglewood/Green Dot shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The District shall not be liable for the actions or liabilities of Ánimo Inglewood and/or Green Dot.

Use of Funds

No funds held by Ánimo Inglewood may be used to start or operate another charter school without the prior approval of the District State Trustee.

Insurance Requirements

Ánimo Inglewood shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the Inglewood Unified School District’s risk manager and as specified below. Ánimo Inglewood’s obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end Ánimo Inglewood’s right to operate as a charter school pursuant to this Charter or cause Ánimo Inglewood to cease operations until Ánimo Inglewood has fully complied with the Closure Protocol set forth in this Charter.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of Ánimo Inglewood, throughout the life of the Charter, Ánimo Inglewood shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than “ A or A-VII” by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: “bodily injury”, “property damage”, “advertising injury”, and “personal injury”, including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment with combined single limits of not less than \$5,000,000 per occurrence and \$20,000,000 in the aggregate.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$1,000,000 per person and per occurrence.

WORKER’S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an “all risk” basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of Ánimo Inglewood. If any Inglewood Unified School District property is leased, rented or borrowed, it shall also be insured by Ánimo Inglewood in the same manner as (a), (b), and (c) above.

PROFESSIONAL LIABILITY insurance and/or coverage, in an amount not less than \$3,000,000 per “claim” with an aggregate policy limit of \$3,000,000.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the Inglewood Unified School District and its State Trustee, State Trustee appointed groups, committees, boards, and any other State Trustee appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the “Inglewood Unified School District and the Inglewood Unified School District Personnel”) as additional insureds; (b) shall insure Inglewood Unified School District and Inglewood Unified School District Personnel to the same extent as Ánimo Inglewood; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the Inglewood Unified School District and/or by the Inglewood Unified School District Personnel shall be in excess of Ánimo Inglewood’s insurance and/or

coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by Ánimo Inglewood; (d) shall be on an “occurrence” basis rather than a “claims made” basis, excepting only educators’ legal liability and errors and omissions insurance and/or coverage, which shall be on a “claims made” basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days prior written notice thereof given by the insurer to the Inglewood Unified School District by US Mail, certified, or by personal delivery. In addition to such notice provided to the Inglewood Unified School District by the insurer, Ánimo Inglewood shall also provide the Inglewood Unified School District with thirty (30) days prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, Ánimo Inglewood shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter shall be subject to revocation pursuant Education Code Section 47607 and/or shall become void at the Inglewood Unified School District’s option.

The acceptance by the Inglewood Unified School District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of Ánimo Inglewood or of any insurer or joint powers authority to the Inglewood Unified School District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the Inglewood Unified School District and/or the Inglewood Unified School District Personnel are waived.

Ánimo Inglewood shall provide to the Inglewood Unified School District copies of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the Inglewood Unified School District within thirty (30) days of the approval of this Charter and by July 1 of each year thereafter. The copies required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of copies evidencing the same shall in no way be construed as a limitation of the obligation(s) of Ánimo Inglewood to defend, indemnify, and hold harmless the Inglewood Unified School District and the Inglewood Unified School District Personnel.

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of Ánimo Inglewood to defend, indemnify, and hold harmless the Inglewood Unified School District and the Inglewood Unified School District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney s fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the Inglewood Unified School District.

Ánimo Inglewood shall promptly respond to all inquiries from the Inglewood Unified School District regarding any claims against Ánimo Inglewood and/or any obligation of Ánimo Inglewood under the foregoing provisions of this Charter.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Ánimo Inglewood agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to Inglewood Unified School District and hold harmless the Inglewood Unified School District, the Inglewood Unified School District State Trustee, and each of their members, officers, administrators, employees, agents, representatives, volunteers, successors and assigns (“Indemnitees”) from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney’s fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of Ánimo Inglewood, and/or on the part of the board of directors, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of Ánimo Inglewood in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under the Charter and/or in any way related to the operation or operations of Ánimo Inglewood or of any other facility, program, or activity. The obligations of Ánimo Inglewood to defend the Inglewood Unified School District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate Ánimo Inglewood to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee’s sole negligence, from an Indemnitee’s active negligence, or from an Indemnitee’s willful misconduct where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the active negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of Ánimo Inglewood shall be for that portion of the loss(es) not due to the active negligence or the willful misconduct of such Indemnitees.

Ánimo Inglewood further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the District and District Personnel harmless from any and all financial obligations in the event of an unbalanced budget.

Ánimo Inglewood obligation to indemnify, defend, and hold harmless the District and District Personnel, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end Ánimo Inglewood’s right to operate as a charter school pursuant to this Charter or cause Ánimo Inglewood to cease operations.

Attachments

All of the attachments to this Charter are hereby incorporated herein and made a part hereof by this reference.

Appendix

Financial Plan

Historical Performance of Green Dot Schools

Over the past fourteen years, Green Dot has performed well financially. Green Dot's strong financial performance has been driven by its efficient school and organizational models, its effectiveness at accessing State, Federal and Local public funds, and its ability to fundraise to support school start-up costs.

Green Dot schools strive to be self-sustaining on public funds (Federal, State and Local) after school start-up costs have been funded; typically, by their fourth year in the case of high schools. Ánimo Inglewood was founded in 2002 and is currently in its thirteenth year. The key factors that enable Green Dot schools to operate effectively on public funds are: a) high student attendance rates; b) lower number of classified employees per student than a traditional district school; and, c) low non-classroom based operating expenses due to increased efficiencies.

Start-up Funds, Budget, and Cash

Ánimo Inglewood has followed Green Dot's proven financial model. The school is financially sound and provides a great education to the students it serves. Additionally, as one of the largest CMOs in the state, Green Dot can use its access to capital or its built-up reserves in order to support Ánimo Inglewood if necessary.

Green Dot is also very successful at fundraising from private foundations in order to help support its growth. Green Dot has received commitments of nearly \$60 million from private foundations over its history. Green Dot will continue to fundraise throughout the 2014-15 school year and beyond, and is confident that it will be able to raise the funds necessary to support its schools.

Inglewood will also have access to Green Dot's multiple credit facilities (over \$1 million revolving lines of credit through Wells Fargo and other lending financial institutions). Green Dot's \$28 million corporate cash reserves can also be used to cover any cash flow issues that may arise because of timing differences in which revenues are accrued versus collected.

Projections Summary

Ánimo Inglewood currently has budgeted net income of \$243,252. The school is projected to grow its net income to \$360,171 due to higher funding rates from the Local Control Funding Formula offset by increases in salaries and benefits as well as increased services to students as represented by 6% per annum increases in Operating Costs.

Ánimo Inglewood is not projected to have any financial shortfalls in the upcoming school years.

Financial Model

The annual operating budget for a full 9th–12th grade Green Dot high school serving 624 students is approximately \$6.2 million. Ánimo Inglewood currently has a \$5.2 million operating budget before its shared services fees. The most significant drivers of the forecast model are (a) enrollment and ADA, (b) state funding, particularly, the continued implementation of the Local Control Funding Formula, (c) personnel costs, and (d) facilities and facilities related expenses.

Key Assumptions – Revenue

- Number of Students: In 2014-15, Ánimo Inglewood currently has 624 enrolled students and 596 ADA in its fiscal year 2015 budget. The number of enrolled and ADA students is projected to remain constant over the next five years.
- State per-Pupil Funds: Principal apportionment from the State of California makes up approximately 70% of Ánimo Inglewood's revenues. 89% of Ánimo Inglewood's student body qualifies for Free or Reduced Lunch. Its target per ADA funding rate under LCFF is \$8,721. Ánimo Inglewood's principal apportionment for FY16 is projected at \$8,753 and is projected to reach \$9,720 by fiscal year 2019 based on projections from the California Department of Finance and other financial analysts for the Local Control Funding Formula included in the California budget starting in FY14. COLA rates between 0.9% - 2.6% annually are assumed in the financial model for long-term LCFF target rates.

Ánimo Inglewood is projected to have an average daily attendance (ADA) of 96.5%. Green Dot believes that this ADA will be achieved based on the fact that most of Green Dot's schools have achieved ADA's of 95% and above, and the ADA is consistent with Ánimo Inglewood's historical ADA.

- Special Education Entitlement: Based on historical funding levels provided by the Southwest SELPA.
- Federal Revenue: Accounts for 7% of revenue in a Green Dot school and is made up mostly of Title 1 funds (\$377 per ADA in FY16) and federal lunch program reimbursement. Rates are projected to grow by 1% per annum going forward.
- Other State Revenues: Accounts for 11% of revenue for a Green Dot school and are made up primarily of the SB740 Facilities Reimbursement (\$750 per ADA in FY16) and State Lottery Income (\$152 per ADA in FY16). Rates are projected to grow by 1% per annum going forward.
- Non-Public Revenue: Consists primarily of school site fundraising. Ánimo Inglewood may participate in school site fundraising activities (e.g., grant writing, candy drives, walkathons,) to raise funds for the school.

Key Assumptions - Expenses

- Personnel Salaries: Ánimo Inglewood spends, on average, about 47% of its revenue on teacher and school administrator salaries. Average salaries are forecasted to grow 2% each year. The school does not anticipate changes to its current number of certificated staff consisting of: 34 Teachers, 3 Administrators, 3 Counselor and 7 other staff. The number of classified employees is kept relatively low to enable Ánimo Inglewood to have a low student to teacher ratio without substantially increasing its budget.
- Benefits: Benefits are expected to increase over the forecast period primarily due to increased employer contribution percentage requirements from the state and the overall trend of increasing healthcare costs.
- Education and Student-Related Expenses: Includes books and supplies, student activities and food, student transportation, employee development, special education support and computers.

1. Facilities and Facilities Related Expenses: Facilities and facility related expenses include mortgage / lease, maintenance, utilities, operations, housekeeping and security. The school has reached full capacity and currently the rent is approximately \$686,000 per year, which is about 11% of the total school revenue. In addition to rent expense, the other facility related expenses account for approximately 6% of revenue.
2. School Operations and Other School-Related Costs: Includes communications, insurance, transportation, equipment and other operational costs.
3. District Oversight Fee: A 1% fee paid to the chartering district.
4. Shared Service Fee to Green Dot: \$1,665 per ADA per year is paid as a management fee to fund the Green Dot Home Office accounting for 16% of the school's per ADA funding

Model Sensitivities

Ánimo Inglewood is most sensitive to: a) the amount of the principal apportionment, b) the average daily attendance percentage, c) certificated teacher salaries, and d) facilities costs.

Miscellaneous

Green Dot will work directly with school personnel to train and implement accounting procedures and controls for the deposit of funds and handling of cash. Copies of Green Dot's internal accounting processes, controls and guidance are available upon request.

Please refer to the "Supporting Documentation" for the school's 5-Year Income Statement Projection and 3-Year Cash Flow Projections.

Attendance Procedures

Ánimo Inglewood shall maintain accurate and current records that document all pupil attendance and make these records available for audit and inspection.

Below are the attendance procedures recommended for Green Dot's schools. This model will be the foundation for the attendance policies at Ánimo Inglewood.

- Attendance is taken every period of the day on PowerSchool.
- The office manager verifies attendance for the day and calls the parents/guardians of each of the students marked absent. If she speaks with the parent/guardian, she notes the reason for the absence. The person spoken to, time, and date are also noted by the office manager.
- The master attendance is maintained in the PowerSchool program. This calculates daily, weekly, and monthly ADA for all enrolled students. ADA figures are reported daily for the entire school, as well as for any students over any given time period. Students counted as absent or suspended receive a "0" in the log for each respective day; students that are present receive a "1" for each respective day. In accordance with California state law, students are counted as "present" as long as they have attended any portion of the school day.
- When a student returns from an absence, the student is issued a readmit slip if he/she has a note excusing his/her absence. He/she is given a truancy slip if he/she does not have a note excusing the absence. Truancy must be cleared with the front office through a note or a phone call from the parent/guardian.
- Late to Class: If a student is late (unexcused) to a class, the teacher must mark the student tardy in PowerSchool. If a student is more than 10 minutes late to class, he/she must report to the front office. If a student is more than 30 minutes late without a detain slip, the student is truant and must be sent to the main office with a referral. The referral is written documentation that the student was more than 30 minutes late without permission/notification from the office. The office will then provide the referral to the school administrator to follow up appropriately with the student/parent about truancy.
- Late to School: All students who are less than 10 minutes late to the first period of the day are to report directly to class. Students who are more than 10 minutes late to the first period of the day report to the front office before going to class. The student's parents are called if they do not come with a note. The student receives a Tardy Slip depending upon the reason for his/her tardiness.
- Three Consecutive Absences: If a student is absent three consecutive days, the office will call the parent/guardian to verify the reason for absence and the SART (Student Attendance Review Team) process may begin. The SART aims to work with families to ensure that students comply with compulsory education laws. SART is both a prevention and intervention tool that can be utilized to address truanancies, excessive tardies and excessive absences.

Reporting

The school will report attendance requirements to IUSD in a format acceptable to IUSD, the County and the State. Required reports regarding daily attendance will be completed and submitted to requesting agencies.

Services Provided by Green Dot Public Schools

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 Inglewood 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 Green Dot California Organizational Leadership Team act as the governing bodies for Ánimo Inglewood. In this capacity, the Board and OLT (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 Inglewood (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:

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

Ánimo Inglewood 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 Inglewood 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. Green Dot has developed a facilities model that will allow it to most effectively overcome the difficult challenges related to securing facilities for new schools in Los Angeles.

Given current legislation and financing options, Green Dot schools typically use temporary facilities for their first year in operation and may use them for up to three years. The goal is for each Green Dot school to only move once in its lifetime, but some schools are likely to have to move two or three times. Temporary facilities will typically be shared facilities (with universities or other district schools, etc.);

buildings that require minimal tenant improvements such as churches with classrooms, private schools, and commercial buildings; or portable classrooms.

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.

Facilities Financing

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

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

Curriculum Development

As discussed above, Green Dot's Education Team has developed a menu of curriculum options to be used by each 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 Inglewood with a plan to assess student achievement and growth.

Ánimo Inglewood 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 Cluster Directors 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 Inglewood'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 PD 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.

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 Inglewood may have several smaller

fundraisers ranging from candy sales to walkathons. The Principal can also place requests for individual grants and the Development Manager will write the grant and work in conjunction with the principal to obtain all necessary information.

Budgeting

The Green Dot Home Office will develop the annual budget for Ánimo Inglewood with substantial input from the school's Principal. 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. During the school year, the principal will be given flexibility to make certain trade-offs between line items in his/her budget, but is not allowed to increase the overall size of his/her budgets without authorization from the Green Dot Home Office. Additionally, any significant purchases (over \$5,000) that were not originally budgeted for 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 IUSD.

On a monthly basis, principals will meet with their Business Managers 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 Inglewood receives competitive prices and great service. This provides Ánimo Inglewood 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 Inglewood 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.

Back Office Management

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

Daily Service:

5. *Payroll:* All payroll and related tasks will be carried out at Green Dot.
6. *Accounting:* Green Dot executes all general ledger activities.

7. *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 office manager to make sure the purchase order matches the invoice and product is shipped appropriately.
8. *Federal Programs*: The Home Office helps manage and ensure compliance to all state and federal programs.

Funding Model – Directly Funded

Ánimo Inglewood will be a directly funded charter school.

All of Green Dot's schools are directly funded and this model has worked effectively to date.

Dissemination of Practice

Green Dot and Ánimo Inglewood are committed to collaborating closely with IUSD and other schools in order to share promising practices and learn from each other. Ánimo Inglewood will share practices with IUSD 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 Inglewood 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 Inglewood 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, IUSD will benefit even further because Green Dot can disseminate best practices not only from Ánimo Inglewood but also from Green Dot's other charter schools.

Certificated Employee Union Contract

Attached is a copy of the contract between Green Dot and the Asociación de Maestros Unidos/CTA/NEA (the union representing Green Dot's certificated employees).

See Attachment.