

**Charter Petition for
Alain Leroy Locke College Prep Academy
California Public Charter Schools**



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GREEN DOT PUBLIC SCHOOLS – EXECUTIVE SUMMARY

Strategy for Transforming Los Angeles Secondary Public Education

Green Dot Public Schools, a non-profit charter management organization, is leading the charge to transform public education in Los Angeles and beyond so that all children receive the education they need to be successful in college, leadership, and life. Green Dot's efforts are helping to implement a small schools model for all schools and are raising the public's awareness about the need for high quality, small public schools. Ultimately, Green Dot's success will help ensure that all young adults in California receive the education they deserve to prepare themselves for college, leadership and life.

Green Dot operates 18 successful charter schools, serving over 10,000 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. Through our work at the high school level we have recognized the need to enter students into our program earlier in their educational careers in order to ensure they are academically prepared for our high school program and ultimately college, therefore we made the decision to open our first Green Dot Middle School in 2010.

New School Model for Urban High Schools

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

- *Small Schools*: schools of 550 - 700 students, with target student/teacher ratios of 25:1.
- *Quality teaching and instruction*: Consistent use of core instructional strategies and our Administrators are focused on instructional leadership
- *Master Scheduling that meets the needs of students*: Demanding college prep education aligned to University of California A-G requirements for all students with intensive interventions built into the school day.
- *Data-driven decision-making*: Results and accountability are demanded from all schools and employees and frequent assessments of students to measure growth.
- *College-and career ready*: Backwards planning from college expectations to drive the rigor of instruction and the expectations for students and explicit actions taken by staff to ensure that a college-for-certain culture permeates throughout the school community.
- *Substantial Family Involvement*: Parents and guardians are integrated into the management of schools and must participate actively in their children's education.

All schools that Green Dot opens and operates are based on the school model that Green Dot has developed over the past twelve years. Green Dot's school model has been created to ensure that Green Dot can consistently open high-quality schools in which students are being prepared for college, leadership and life. There are two main components of a Green Dot's school- our core values and school model. Our core values are: an unwavering belief in the potential of all students, a passion for excellence, a culture of respect for each other, for our school community, and for the community at large and active involvement from all stakeholders (parents, students, teachers and administrators). Our school model has 4 elements for a successful school: 1.) quality teaching and instruction, 2.) master scheduling focusing on student needs, 3.) data-driven decision-making and 4.) college going culture. All schools must follow our core values and all components of a successful Green Dot schools.

Results of Existing Schools

Green Dot has opened 18 charter schools in the Los Angeles area, beginning with *Ánimo Leadership* in the fall of 2000. Green Dot has a proven track record of successfully serving the highest-need students in Los Angeles. All eighteen schools are addressing the needs of students who have traditionally struggled in the public school system, and they are achieving far greater results than comparable schools in standardized test scores, graduation rates, and college matriculation.

Graduation and College Acceptance

Green Dot schools have produced outstanding results: 76% of our graduating seniors are attending two-or four-year colleges. The graduation rates from our schools significantly outpace those of the schools where our students would have gone including Fremont High School and Washington Preparatory High School.

Working with Teachers Union to Drive Change:

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

The Locke Transformation Project

In 2008, Green Dot Public Schools embarked on our most complex and challenging project – the transformation of the chronically underperforming *Alain Leroy Locke School*. *Alain Leroy Locke* was founded in 1967 in response to the Watts riots with the goal of providing families with a safe and secure place for learning. It was initially a source of the pride for the community but forty years after its founding, *Locke* had become one of the worst performing schools in California.

The *Locke Transformation* was an unprecedented challenge for Green Dot Public Schools. It was twenty times the size of any of our previous school launches, served a very-high need student population that included approximately 300 severely credit deficient 10th-12th graders, up to 100 juvenile justice returnees per year and youth with significant barriers to learning including strong gang-affiliation, and mental health issues. Additionally, the existing culture that permeated the school was a culture that was not about going to class, let alone to college. In 2008 we took on the challenge of the *Locke Transformation* to drive significant achievement gains and transform the school into smaller high performing schools to fulfill the promise originally made to the Watts community and prepare students for college, leadership and life.

As a learning organization we are consistently reflecting on our data, celebrating our strengths and implementing efforts to tackle the area where we must do better for our students. We have taken proactive efforts to restructure our original *Locke* model to ensure that students were receiving the quality education they deserve. Our original model was nine small schools but because of severe California budget cuts, declining enrollment at the *Locke* feeder schools, and poor academic performance, the *Locke Family of Schools* is now comprised of 5 small high schools: *Ánimo Locke I College Preparatory Academy*, *Ánimo Locke II College Preparatory Academy*, *Alain Leroy Locke 3 College Preparatory Academy*, *Ánimo Locke Tech Charter High School* and *Ánimo Watts College Preparatory Academy*.

As we reflected on this year's data, it became clear that it is time for another phase of transformation at Locke. In order to improve academic performance faster, and to meet the unique needs of our incoming 9th graders, we are proposing to restructure Animo Locke 1 Charter High School and operate the entire campus under the Animo Locke 1 charter and change its name to Alain Leroy Locke College Prep Academy. The school will consist of a 9th grade academy and 3 separate 10-12th grade academies to increase personalization in the upper grades, all governed under a single charter. While the new 10-12th grade academies will operate under a single charter, each academy will continue to fully implement the Green Dot model, be measured independently, have separate administrators, and be separately held accountable for their academic progress. We will continue to serve the entire attendance boundary, approximately 3,000 students, and each academy will have 1 Principal, 2 Assistant Principals, and 2 Counselors along with their own team of teachers. We believe this will accomplish a number of objectives:

- Differentiated instruction and more intensive interventions for 9th graders
- A continuation of Green Dot's philosophy of small, autonomous schools while ensuring greater consistency across the campus
- Greater choice for students, as 9th graders will be able to rank with 10-12th grade academy they would like to attend.
- The 10th – 12th grade academies will allow us to focus on the specific needs of students at each grade level and will allow us to further personalize the academic pathways for all students so that we can achieve our mission of college, leadership and life readiness for all.

In order to better serve our incoming 9th grade students we will: offer opportunities for increased personalization, create a longer Summer Bridge program with an emphasis on literacy, math and school culture, heavy academic interventions and pair students with 12th grade mentors. Additionally across all our academies, we will have small, safe autonomous schools, provide a college preparatory curriculum, implement a discipline program based on the Safe and Civil Schools model, have separate accountability for each school and offer intensified academic and social emotional interventions. Students currently attending Locke High School will by and large remain in their current configuration. However, we believe it will provide incoming students much greater opportunities for success. In the past, reducing the number of schools has created school culture and academic challenges for our schools. However, we are confident that our current academic model, our teacher professional development supports coupled with robust academic interventions and student support services, will significantly increase student achievement for all Alain Leroy Locke Students. We take pride in the strides Locke has made in four short years after decades of struggle. We believe this is a logical next step that will allow us to accelerate and deepen that progress, giving our students the education and opportunity they deserve. Below is a graph that demonstrates Locke's new structure.

Locke Campus

Academy 1
10th – 12th grade
550 students

Academy 2
10th – 12th grade
550 students

Academy 3
10th – 12th grade
550 students

9th Grade Academy-650 students

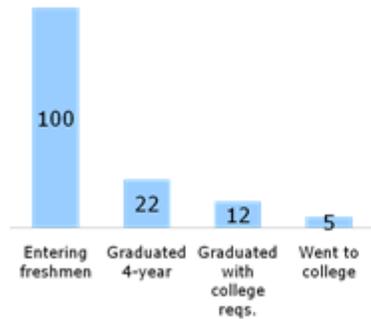
To best evaluate the progress of the Locke transformation, our data should be evaluated in the aggregate as the five schools represent the conversion of one comprehensive high school. In order to fully understand our efforts and measure our success we have tracked three metrics over time: 1) retention-measured by enrollment, net retention and Freshman cohort retention 2) rigor- measured by CST A-G exams taken and 3) results-measured by CST proficiency, CAHSEE pass rates, API, Graduation and Growth measures.

The graphs below represent the aggregate results for the Locke Family of Schools. Please note that the data from 2007 and 2008 is data prior to the Locke Transformation.

In spite of the challenges we described, Locke has experienced great gains

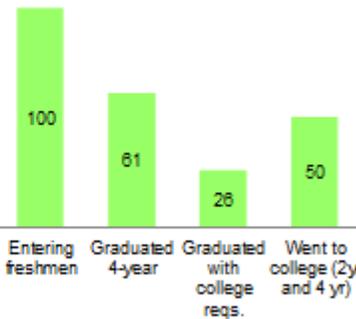
Before Green Dot, despite rich traditions in athletics and music, academic quality suffered

For every 100 students who entered Locke pre Green Dot, only 5 went to college



Under Green Dot, Locke sends 10x more students to college

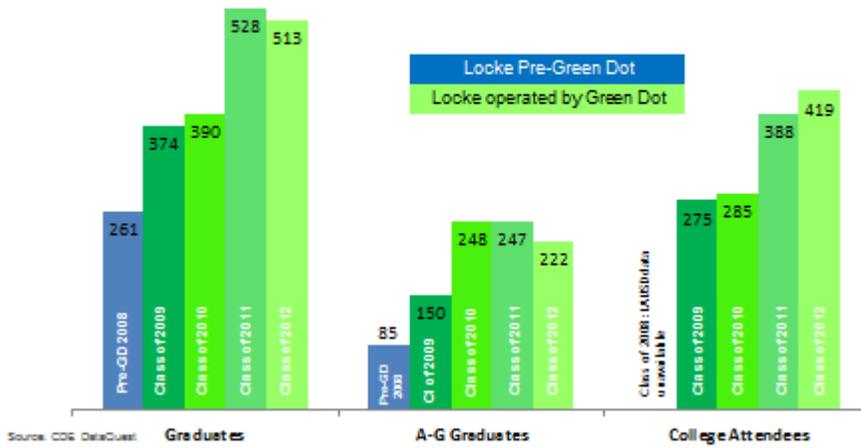
Now for every 100 students who enter Locke, 50 enter college



Source: 2007 UCLA Educational Opportunity High School Report for Alvin Leroy Locke Senior High

Green Dot has doubled the number of grads and tripled A-G grads; College entrance has increased, and our sights are set on completion

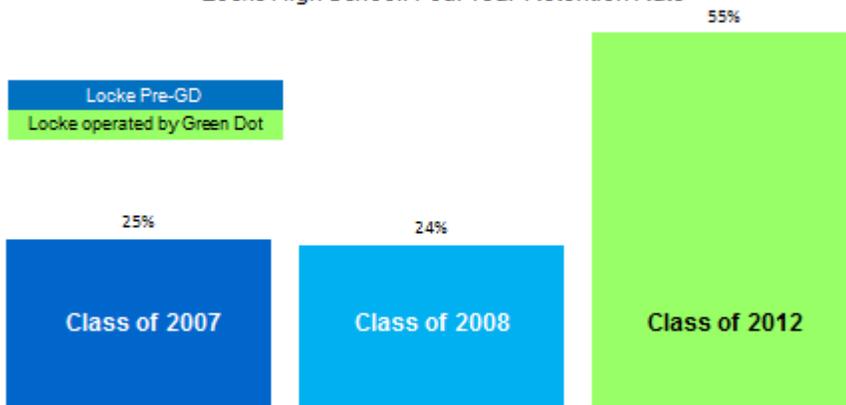
Locke High School: Number of Graduates



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Locke's four-year retention rate has doubled under Green Dot

Locke High School: Four Year Retention Rate

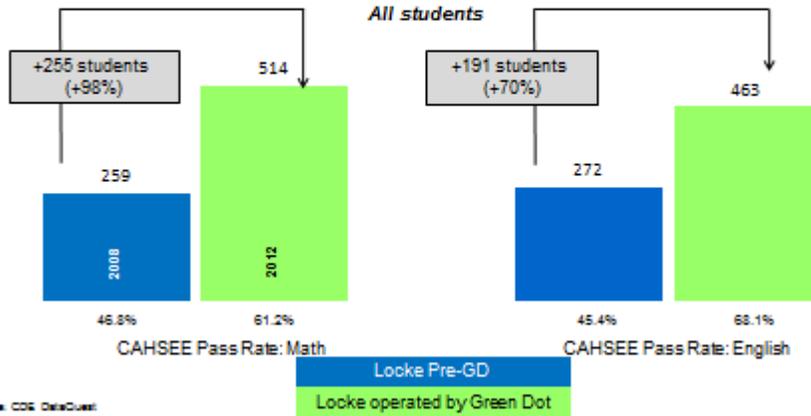


Source: CDE DataQuest

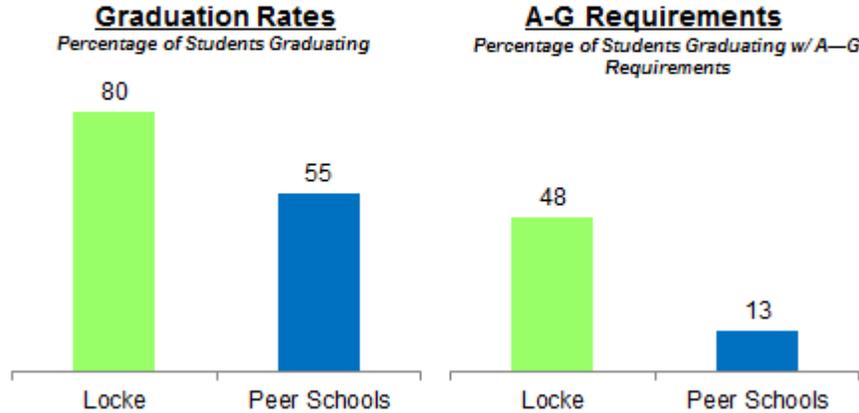
3

In four years, Green Dot has doubled the number of students passing the Math CAHSEE and made dramatic gains in the number of students passing the English CAHSEE at Locke

Locke High School: 10th graders passing CAHSEE (census test administration)

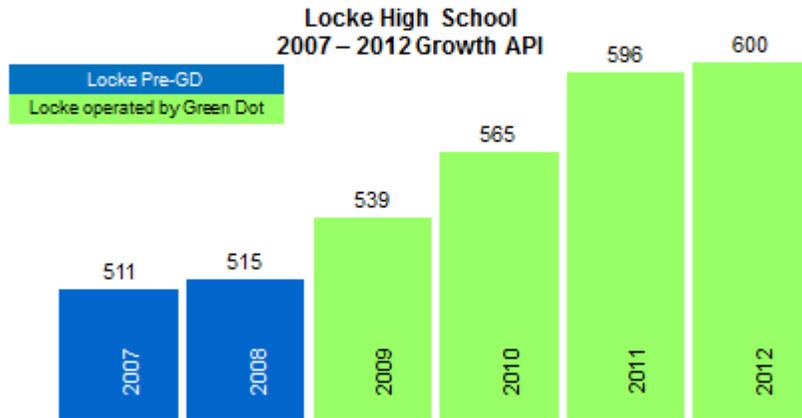


This success has been proven by an independent study. UCLA's CRESST shows Green Dot Locke students are 1.5x more likely to graduate and 3.7x more likely to graduate college-ready than peers.



Source: National Center for Research on Evaluation, Standards and Student Testing (CRESST), Center for the Study of Evaluation (CSE), Graduate School of Education & Information Studies, UCLA, "Evaluation of Green Dot's Locke Transformation Project: Findings for Cohorts 1 and 2 Students", February 2012. Table 12: Estimated effect of Green Dot Locke on A-G Completion and Graduation (Matched Sample)

Locke's API has gone up 85 points under Green Dot after years of stagnation prior to Green Dot.

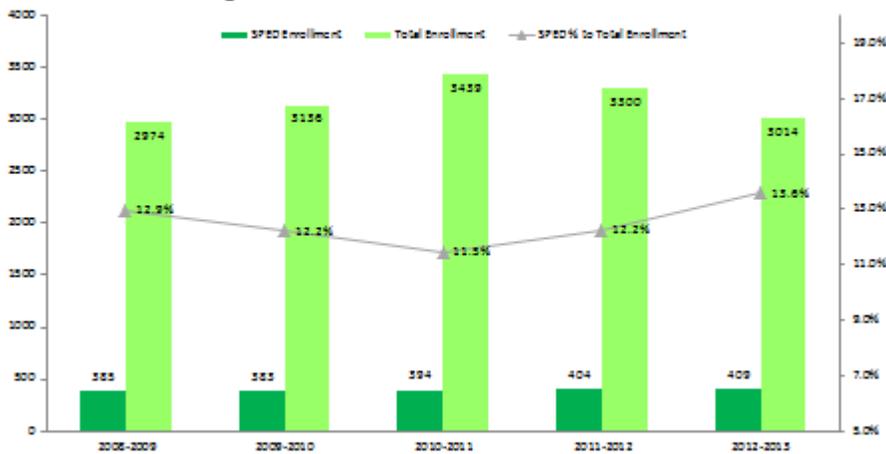


Source: CDE DataQuest

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Green Dot has maintained constant SPED enrollment at Locke despite declining enrollment overall due to population declines in Watts

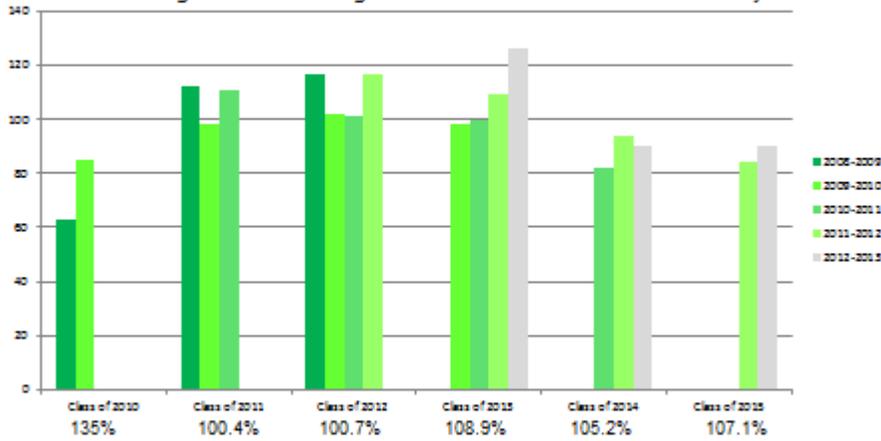
Locke High School: SPED Enrollment relative to Total Enrollment



7

Locke has a net retention rate of 110% for SPED; which indicates Green Dot receives many SPED students mid-year

Locke High School: Average Net Retention of SPED students by Class



Average Net Retention
from Year to Year

Note: Net retention looks at CBED to CBED (next year) attrition. This rate differs slightly for each Locke school.

8

Locke has an even higher proportion of SPED in 9th grade



9

Parents are satisfied with Locke under Green Dot

90.6% of Locke parents feel Green Dot provides a safe environment

90.2% of Locke parents would recommend *Ánimo* to a friend

Source: 2011 Parent Survey Data, based on number of 4.0+ scores on parent feedback survey (prompt: "GD provides a safe environment for my child") by school and number of 4.0+ scores to prompt "I would recommend *Ánimo* to a friend whose child is about to enter high school." Question not asked in 2012. 2013 data coming soon.

Green Dot's model of high care, high structure and high expectations is helping Locke students prepare for college

81% of Locke students feel their teacher really cares about them

89% of Locke students feel their teacher sets clear expectations for their behavior in class

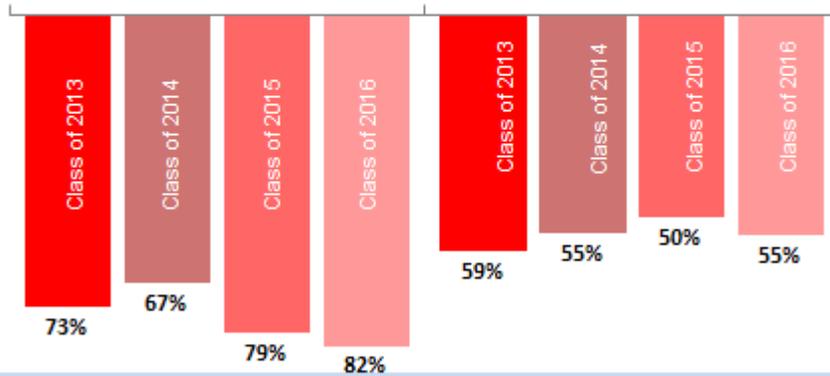
81% of Locke students feel that Green Dot has set high expectations for them to succeed academically

80% of Locke students feel this school is preparing them for college

Source: 2012 Student Survey Data. Percent of students who responded a 3 or 4 to the following prompts: "In this class, my teacher makes me feel that s/he really cares about me", "My teacher sets clear expectations for my behavior in class", "The school has high expectations for me to succeed academically", "This school is preparing me for college".

More 9th graders are entering Locke as below basic or far below basic in math

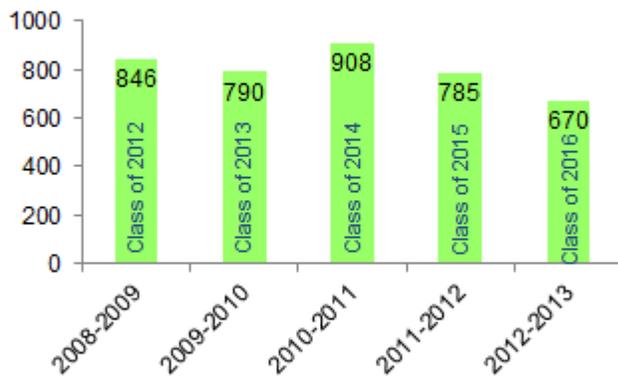
Locke High School Incoming 9th Grade CST Scores
Percent of Students who are Below Basic or Far Below Basic



*Note: As measured by 8th grade CSTs, the average incoming 9th grader enters Green Dot Locke Below Basic

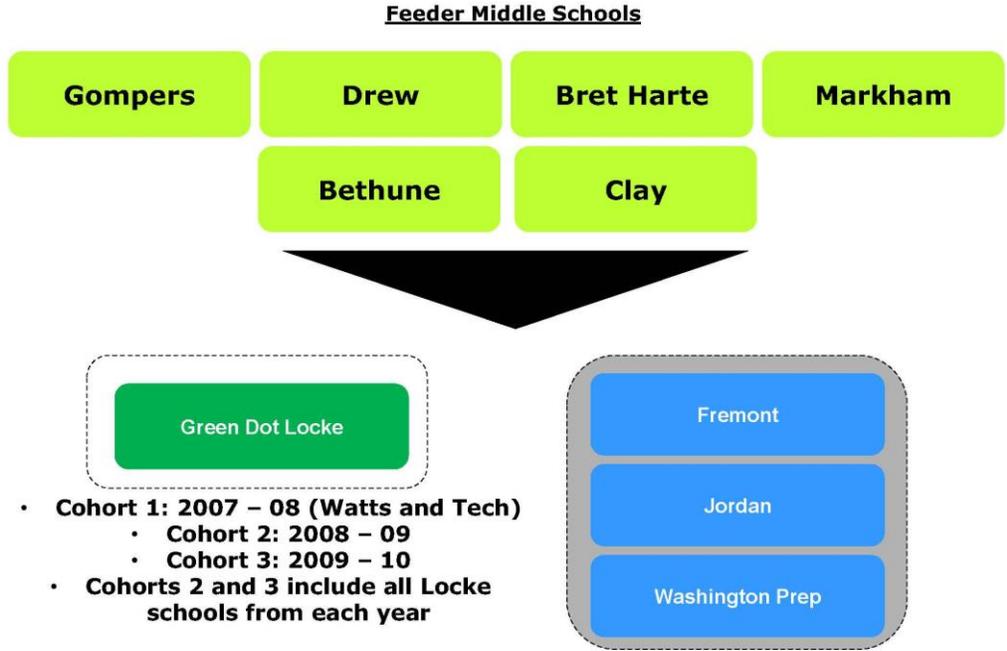
Locke has faced declining 9th grade enrollment; this trend mirrors population trends in Watts and the district

Locke High School 9th Grade Enrollment



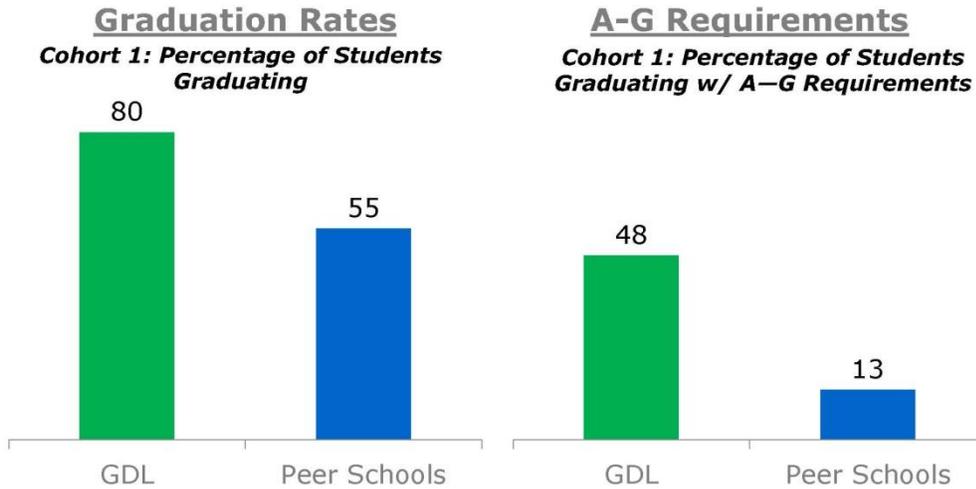
Our achievements have also been documented independently by UCLA’s National Center for Research on Evaluation, Standards, and Student Testing (CRESST). CRESST used a unique matched pair analysis to assess the impact of the Locke transformation. The study found that students attending the Locke Family of High Schools showed significant improvement in student achievement, including graduation rates, taking more challenging courses, standardized test scores and graduating with the requirements needed to be considered “college-ready” by the University of California. The study found Locke graduates scored higher on California’s high school exit exam on their first attempt and passed the English language and mathematics sections of the test than their peers at LAUSD high schools in the area. The slides below summarize the major findings of the CRESST report.

The UCLA CRESST study used a unique matched pair analysis to assess the impact of the Locke transformation



Source: National Center for Research on Evaluation, Standards and Student Testing (CRESST), Center for the Study of Evaluation (CSE), Graduate School of Education & Information Studies, UCLA, "Evaluation of Green Dot's Locke Transformation Project: Findings for Cohorts 1 and 2 Students", February 2012.

The study shows Green Dot students are 1.5x more likely to graduate and 3.7x more likely to graduate college-ready



Source: National Center for Research on Evaluation, Standards and Student Testing (CRESST), Center for the Study of Evaluation (CSE), Graduate School of Education & Information Studies, UCLA, "Evaluation of Green Dot's Locke Transformation Project: Findings for Cohorts 1 and 2 Students", February 2012.

Table 12: Estimated Effect of Green Dot Locke on A-G Completion and Graduation (Matched Sample)

Our results demonstrate our success across the Locke Family of Schools. Despite declining 9th grade entry scores and overall enrollment decline in Watts, to date Green Dot has:

- Increased enrollment and retention by nearly 40%
- Doubled the 4-year cohort retention rate
- Increased the API by 85 points in the last four years
- Significantly increased the number of students taking A-G classes across all four core classes
- Increased the number of students scoring advanced or proficient across all four core classes
- Increased the 10th grade passing CAHSEE by 70% in English Language Arts and 98% in Math as compared to pre-Transformation Locke
- The independent CRESST study shows that Locke students are 3.7 times more likely to graduate with an A-G degree than students from Jordan, Fremont and Washington Prep.
- 91% of Locke parents feel Green Dot provides a safe environment at Locke

We believe the Locke restructure plan will ensure the future success of Locke students. We have proactively restructured the Locke schools over the last few years in order to ensure maximum support and intervention for students. One of the Locke Family of Schools, *Ánimo Watts*, had a substantial drop of 80 API points a couple of years ago. We moved quickly to turnaround the school by restructuring the school leadership, providing additional teacher supports and strengthening our interventions to ensure the school was again on a successful path. To date, the school has improved school culture, increased its API, and dramatically improved parent engagement. While restructuring has caused several transitions at Locke, we believe it is the right way to approach school turnarounds. Green Dot will continue to be agile, reflective and data driven to ensure every student attending the Locke Family of Schools is served and prepared for college, leadership and life.

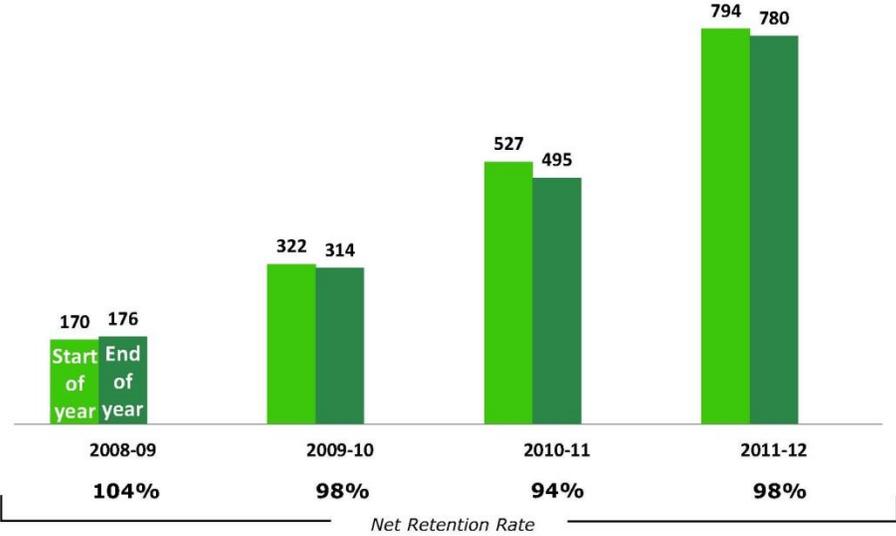
Turnaround work is difficult but we have had significant successes that may not be reflected in our absolute API score. As demonstrated by the data, our Locke Family of Schools have demonstrated significant growth in retention, rigor and results in five years. Although we still have a lot of work to do, Locke is undoubtedly better today than it was five years ago.

Alain Leroy Locke College Prep Academy

Alain Leroy Locke College Prep Academy has demonstrated upward student achievement gains throughout its trajectory. Strong leadership, effective interventions and fidelity to the Green Dot school model, have helped contribute to the success of Alain Leroy Locke College Prep Academy. The charts below summarize Locke 1's results based on our retention, rigor and results metrics.

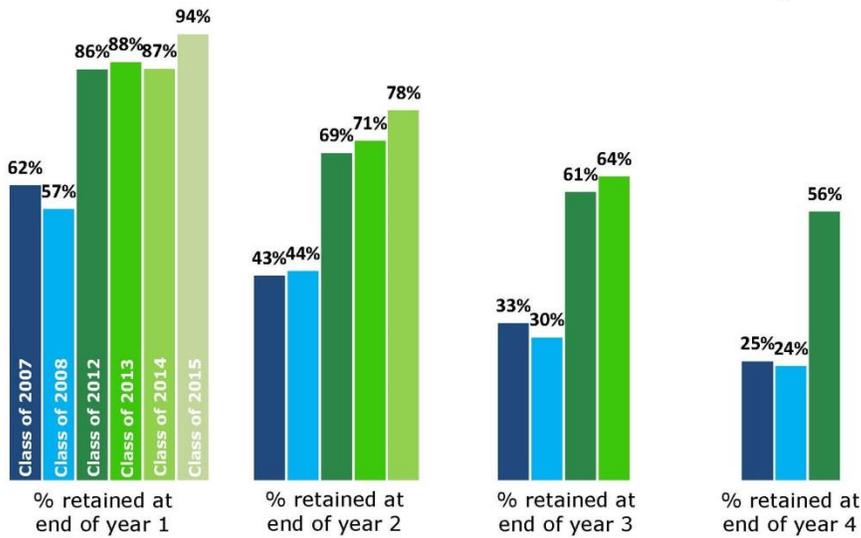
Enrollment and retention: strong under GDPS

Animo Locke #1: Start-of-year vs. End-of-year Enrollment



Enrollment and retention: students retained at higher than historical rates

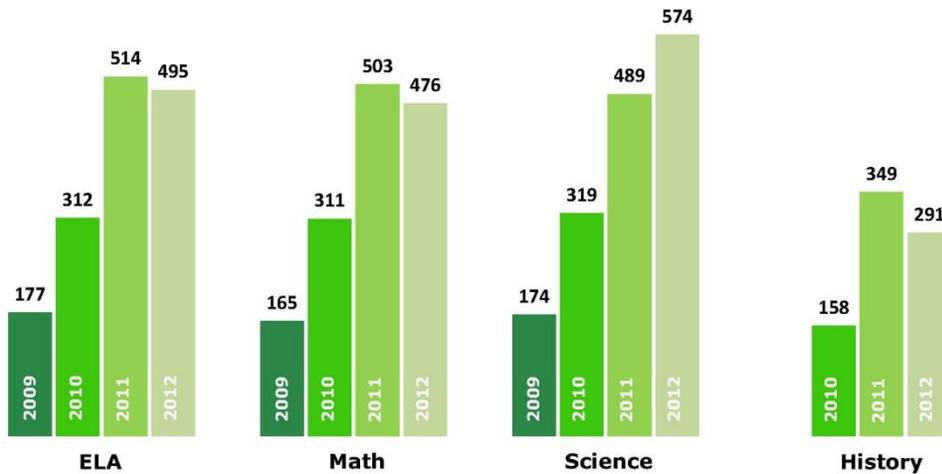
Animo Locke #1
% of initial freshman cohort¹ retained at end of each year



¹ - "Initial freshman cohort" refers to the 9th graders enrolled at Locke as of the first Wednesday in October (CBEDS/norm day).

Rigor: A-G Classes (Reflected by CSTs)

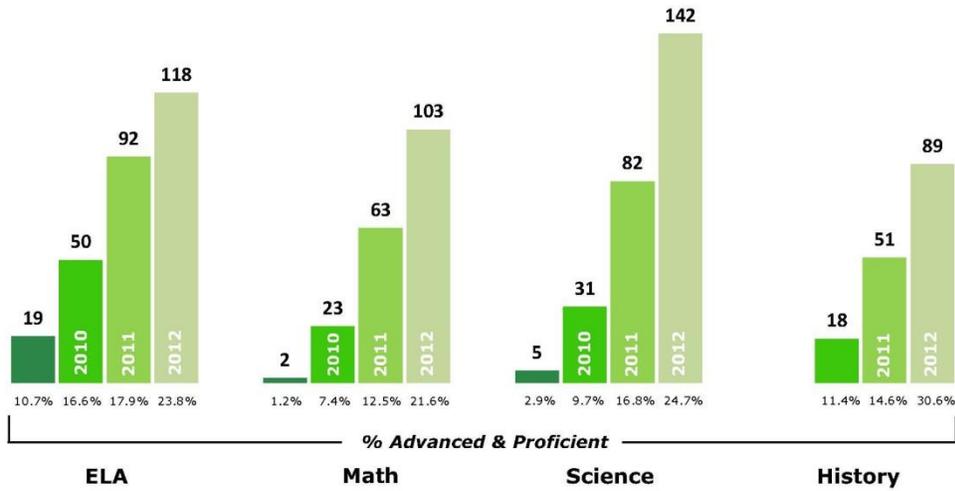
Animo Locke #1
CST exams scored for A-G courses



Source: CDE DataQuest

Academic results: CSTs (Adv & Prof)

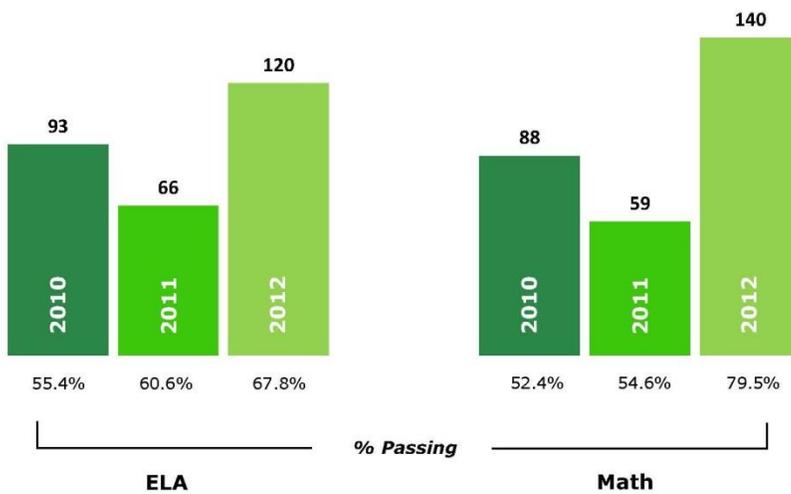
Animo Locke #1
Students advanced or proficient on CSTs
All students



Source: CDE DataQuest

Academic results: CAHSEE

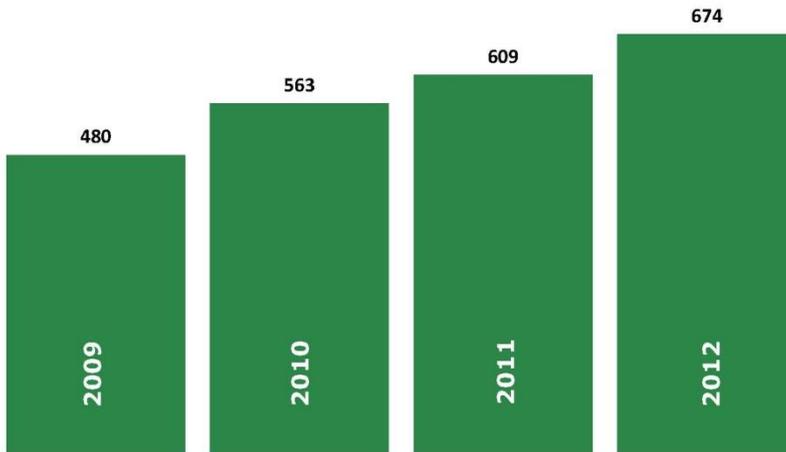
Animo Locke #1
10th graders passing CAHSEE (census test administration)
All students



Source: CDE DataQuest

Academic results: API

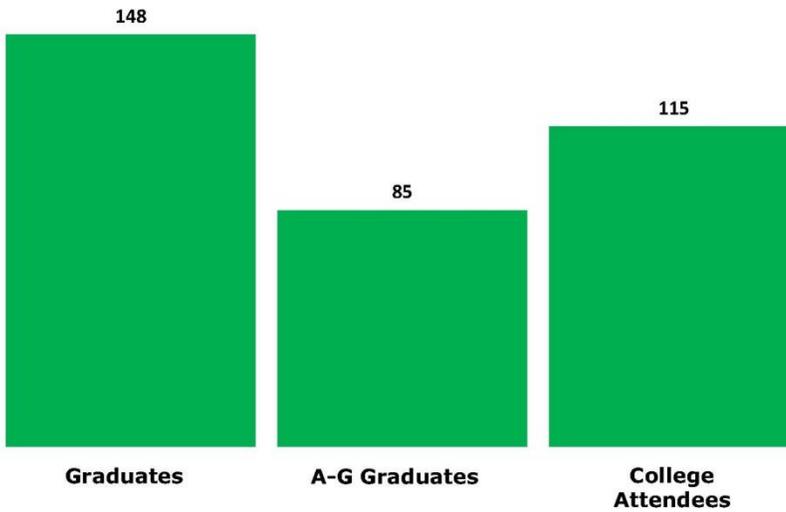
**Animo Locke #1
2009-2012 Growth API**



Source: CDE DataQuest

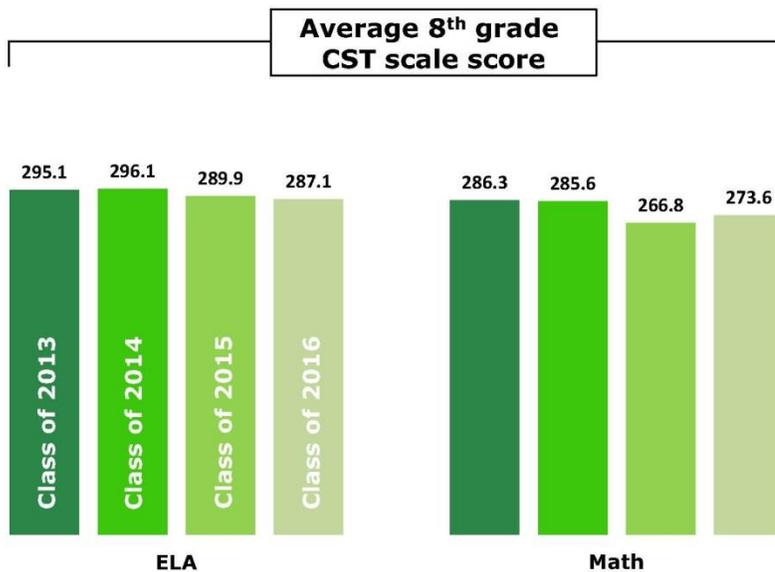
Graduates, A-G Graduates, & College Attendees

**Animo Locke #1
2012**



Source: CDE DataQuest

Animo Locke #1 is achieving these results even while incoming student performance remains flat or declines



*Note: As measured by 8th grade CSTs, the average incoming 9th grader enters Green Dot Locke *Below Basic*

Source: 2009-2012 STAR results for incoming students (obtained from LAUSD)

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As evidenced above, Alain Leroy Locke College Prep Academy has made steady academic progress since its opening. In order to build on its successes Alain Leroy Locke College Prep Academy will continue to offer:

- English language Arts and math pathways that build towards college entry-level skills needed
- 6-week interim assessments in math to allow for midstream changes in instruction
- Ongoing coaching and support in English Language Arts and math from curriculum specialists
- Intense focus in English language Arts on writing using a rubric designed in collaboration with The California Writing Project
- A curriculum specialist has been hired to create a robust system of interim assessments, interventions for struggling students and curricular pathways and common curricular expectations mapped to Common Core

The charter petition will discuss in greater detail our academic interventions, teacher and administrator professional development and wrap around services that helps us achieve our mission of preparing students for college, leadership, and life.

AFFIRMATIONS

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

- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of race or ethnicity, national origin, gender, gender identity, gender expression or physical or mental disability religion, color, medical condition, sexual condition, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code; and shall not enroll pupils over 19 years of age unless they have been continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Affirm that admission to Alain Leroy Locke College Prep Academy shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.
- Admit all pupils who wish to attend the school EC47605(d)(2)(A).
- Shall admit all pupils who wish to attend the school. However, if the number of pupils who wish to attend the Charter School exceeds the school’s capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the District except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

- Affirm that if a pupil is expelled or leaves Alain Leroy Locke College Prep Academy 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 pursuant to Education Code Section 47605(d)(3).
- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the Alain Leroy Locke College Prep Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- Will follow any and all other federal, state, and local laws and regulations that apply to the Alain Leroy Locke College Prep Academy including but not limited to:
 - The Alain Leroy Locke College Prep Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - The Alain Leroy Locke College Prep Academy shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - The Alain Leroy Locke College Prep Academy shall comply with any jurisdictional limitations to locations of its facilities.
 - The Alain Leroy Locke College Prep Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - The Alain Leroy Locke College Prep Academy shall comply with all applicable portions of the No Child Left Behind Act.

- The Alain Leroy Locke College Prep Academy shall comply with the Public Records Act.
- The Alain Leroy Locke College Prep Academy shall comply with the Family Educational Rights and Privacy Act.
- The Alain Leroy Locke College Prep Academy shall comply with the Ralph M. Brown Act.
- The Alain Leroy Locke College Prep Academy shall meet or exceed the legally required minimum of school days.
- Alain Leroy Locke College Prep Academy will not require any child to attend the Charter School nor any employee to work at the charter school.

• **Marco Petruzzi, Lead Petitioner**

Date:

ELEMENT 1: EDUCATIONAL PROGRAM

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

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

- The address of the Charter school is: 325 E. 111th St., Los Angeles, CA 90061
- The phone number of the Charter school is: (323) 420-2067
- The contact person for the Charter school is: Dr. Peggy Gutierrez
- The term of this charter shall be from July 1, 2013 through June 30, 2018
- The number of rooms at the charter school is approximately: 26
- The grade configuration is 9 - 12.
- The number of students in the first year will be 2200
- The grade level(s) of the students the first year will be 9th -11th grade.
- The opening date of the charter school was July 1, 2008.
- The admission requirements include: See Element 8
- The enrollment capacity will be 2200 students in grades 9 – 12 the first year and grow up to 2500 by the end of the charter term. Enrollment capacity is designed as all students who are enrolled in Charter School regardless of student’s residency.
- The instructional calendar will be: See page 152
- The bell schedule for the charter school will be: See page 68
- If space is available, traveling students will have the option to attend.

Mission Statement

Alain Leroy Locke College Prep Academy creates academic and life-long leaders who will transform their community. We aim to prepare students for college, leadership, and life. We will achieve this mission by partnering with all stakeholders, providing academic opportunities, and developing socially conscious scholars.

Vision Statement

Alain Leroy Locke College Prep Academy community is committed to implementing innovative, effective, and dynamic teaching practices, techniques, and methods. Clear expectations and high standards of all students, teachers and families, will lead to academic and personal success. By applying the use of resources, technology, and family/community involvement, we will ensure the cultivation of an empowered youth.

Students (Identification of Those Whom the School is Attempting to Educate)

Alain Leroy Locke College Prep Academy shall be nonsectarian in its programs, curriculum, admission policies, employment practices, and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender identity, gender expression, or disability as set forth in Section 422.55 of the Penal Code. The student population served by Alain Leroy Locke College Prep Academy and that are characteristic of South Los Angeles and the Alain Leroy Locke High School communities are predominantly low income, minority populations who have been traditionally underserved by local public schools. While open to all students, Alain Leroy Locke College Prep Academy will make a substantial effort to recruit the underserved, low-income students in the school’s target service area of South Los Angeles including the community surrounding

the Alain Leroy Locke High School and the greater Watts area. Alain Leroy Locke College Prep Academy’s target school population is predominantly academically low achieving. As such, the school’s student population contains a significant number of newcomer students and students at risk for dropping out. The following tables indicate Alain Leroy Locke College Prep Academy’s target student population. Table 1 provides demographic data on Alain Leroy Locke College Prep Academy’s target student population, while Table 2 provides academic achievement data for the school’s target population. Also, please see Element 7 for more information on how Alain Leroy Locke College Prep Academy will attract underserved, low-income students from the region.

Table 1. Demographic Data for Alain Leroy Locke College Prep Academy Target Student Population:

Green Dot Schools	# of Students	Multi-Track School?	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Ánimo Locke 1	781	No	96%	12%	34%	Latino	African-American	Pacific Islander
						79%	19%	0%
Ánimo Locke 2	811	No	97%	14%	25%	Latino	African-American	White
						64%	33%	0%
Ánimo Locke 3	564	No	39%	17%	25%	Latino	African-American	Two or More Races
						60%	35%	1%
Ánimo Locke Tech	539	No	96%	8%	20%	Latino	African-American	American Indian
						69%	30%	0%
Ánimo Watts	550	No	96%	11%	29%	Latino	African-American	Two or More Races
						73%	23%	1%
Charter Schools								
New Designs Charter HS - Watts	264	No	85%	6%	38%	Latino 61%	African-American 37%	Two or More Races 2%
LAUSD Schools								
George Washington Preparatory High	1674	No	87%	18%	17%	African-American	Latino	Pacific Islander
						52%	47%	0%
John C. Fremont Senior High	3488	No	71%	13%	33%	Latino	African-American	Native American
						89%	10%	0%
David Starr Jordan Senior High	945	No	78%	11%	26%	Latino	African-American	Native American
						79%	20%	0%

Table 2. Student Achievement Data for Alain Leroy Locke College Prep Academy’s Target Student Population:

Green Dot Schools	# of Students	Multi-Track School	Program Improvement	Met Schoolwide Growth Target	Met all Subgroup Growth Targets	API Score	API State Ranking	Similar Schools Rank
Ánimo Locke 1	781	No	In PI	No	No	674	1	3
Ánimo Locke 2	811	No	In PI	No	No	N/A*	1	4
Ánimo Locke 3	564	No	In PI	No	No	N/A**	2	N/A
Ánimo Locke Tech	539	No	In PI	No	No	611	1	3
Ánimo Watts	550	No	In PI	No	No	616	1	2
Charter Schools								
New Designs Charter HS - Watts	--	No	In PI	No	No	660	1	4
LAUSD Schools								
George Washington Preparatory High	1674	No	In PI	Yes	No	578	1	2
John C. Fremont Senior High	3488	No	In PI	No	No	586	1	3
David Starr Jordan Senior High	945	No	In PI	Yes	Yes	608	1	1

*Ánimo Locke II’s API is suppressed until December

**Alain Leroy Locke 3 will not receive an API score this year

Alain Leroy Locke College Prep Academy will serve students in grades nine through twelve. The school will matriculate approximately 550 ninth grade students each year. When fully enrolled, the school estimates it will serve approximately 3,000 students in grades nine through twelve. The school’s estimate is based on current enrollment trends in the Locke attendance area and the historical attrition rate of Green Dot schools.

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

Alain Leroy Locke College Prep Academy students are "agents of change," individuals who will positively impact our communities. Alain Leroy Locke College Prep Academy students will be confident, disciplined, successful pro-active leaders who will excel in college and beyond. Green Dot has identified four goals that describe what it means to be an "agent of change" and an educated person in the 21st century. The following characteristics describe what an educated person is in the 21st century.

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

Means to Achieve 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 are a cornerstone of the school. Students will not fall through the cracks at Alain Leroy Locke College Prep Academy. To ensure that students will receive the personalized attention they need, Alain Leroy Locke College Prep Academy and all schools that Green Dot opens/operates will be based on the school model that Green Dot has developed over the past twelve years. Green Dot's school model has been created to ensure that the organization can consistently open high quality schools in which students are being prepared for college, leadership and life. There are two main components of Green Dot's school model and our core values. Together they represent over 12 years of successful practice.

Green Dot's Core Values

Green Dot's core values are implemented across our schools through our key practices.

1) An unwavering belief in the potential of all students.

We do what it takes to prepare the highest need students for college, leadership and life, which makes us better at serving all students.

Key practices:

- Provide services and supports for special education students and low-level English Learners
- Invest in Mental Health team to support retention and success of troubled students
- Provide special intervention courses by school by year, based on specific needs of the population
- Provide tiered support for all students through Response to Intervention model

2) A passion for excellence.

We value results and have built systems and processes to enable accountability and earned autonomy.

Key practices:

- Publicly share data (teacher and principal data, from stakeholder feedback, interim assessments and standardized tests, shown with comparables; student assessment results shared with all teachers)
- Structure peer observations among teachers and maintain open door policy
- Use Data Director software to give teachers and principals real-time access to data
- Run Data Days, during which Principals share success and weakness data with each other
- Focus on Key Results: Principals examine their school under microscope of peers and supervisors and receive feedback on strengths and areas of improvement

3) A culture of respect for each other, for our school community, and for the community at large.

We create safe learning environments for all students.

Key practices:

- Provide students with opportunities to develop self-discipline, cooperation, and respect for others inside and outside of the classroom
- Promote a positive school culture
- Cultivate the school's mission, vision and core values
- Builds effective community partnerships and external relations

4) Active involvement from all stakeholders (parents, students, teachers and administrators).

All stakeholders are invited and expected to participate in their children's education experience at Locke Charter High School.

Key practices:

- Parent education workshops regarding accessing PowerSchool, A_G requirements, college access, conflict resolution and wellness
- Opportunities to participate in the School Advisory Board
- Ongoing satisfaction surveys to assess stakeholders opinions and areas of improvement for the school

School Model - Four Core Elements

The Home Office provides all Green Dot schools with four core elements in order to ensure a consistent level of quality. The four core elements are 1.) Quality teaching and instruction, 2.) Master Scheduling that meets the needs of students, 3.) Data-driven decision-making and 4.) College-going culture. 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) Quality Teaching and Instruction

Based on the "Essential Elements of Effective Instruction," by Madeline Hunter, Green Dot has developed and implemented a Lesson Plan Template documenting the essential elements of effective instruction and our Administrator team monitors consistent use of strategies. Additionally, our Administrator team is focused on instructional leadership through ongoing observations and feedback, site professional development aligned with student needs and increasing teacher effectiveness.

2) Master Scheduling That Focuses On Student Needs.

Our school day has intensive interventions built into the school day including: credit recovery, intensive supports for English Learners, math and literacy interventions, continuum of services for students with special

needs, and essential elements of writing that aligns with the California State University (CSU) and University of California (UC) rubric.

3) Data-Driven Decision-Making

There is frequent assessment of students to measure growth and to inform our Response to Intervention model weekly. The data is also used to have explicit conversations with teachers about their performance and to help provide necessary supports for teachers.

4) College Going Culture

Green Dot Schools are centered on high expectations for all students and every student takes a rigorous college preparatory curriculum. All students are enrolled in classes meeting the University of California (UC)/California State University (CSU) A-G requirements and courses are aligned with California State Content Standards and Common Core. In order to ensure that a college-for-certain culture permeates through the school community we have put structures in place to foster student leadership such as student council, and built supports into the school day to increase college awareness through the Advisory Course and SAT preparation.

Expected School-wide Learning Results (Goals of the Program)

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 (Ánimo Locke 1) students. The ESLRs align with the Green Dot mission and each school develops its own unique ESLRs based on student, teacher and community input.

Alain Leroy Locke College Prep Academy graduates will be **Leaders** who:

- Model scholastic success and civility as advocates to each other, their school, community, and society.

Alain Leroy Locke College Prep Academy graduates will be **Open Minded Students** who:

- Recognize, cherish, and celebrate the ethnic, cultural and historical traditions of their classmates, community and society.

Alain Leroy Locke College Prep Academy graduates will be **Collaborative Students** who:

- Adhere to the expectations of the school, community, and society and accept and complete fully all scholastic tasks and duties.

Alain Leroy Locke College Prep Academy graduates will be **Knowledgeable Students** who:

- Employ the knowledge, skills, and reasoning they acquire to develop the ethic of a successful post-secondary student and citizen.

Alain Leroy Locke College Prep Academy graduates will be **Excellent Students** who:

- Establish yet seek to raise continually a standard of learning, growth, achievement, and service to each other, the school, their community, and society.

Curriculum and Program (How the Objective of Enabling Pupils to Become Alain Leroy Locke College Prep Academy - Self Motivated, Competent, Life-Long Learners are Met by the School)

Green Dot has developed a research-based curriculum appropriate to the student demographics it serves that includes the following: course offerings, textbooks, curriculum maps, pacing guides, sample lesson

plans, interim assessments, and intervention programs. The model is derived from the following continuum of research-based practices:

- **Planning and Preparation:** based on the “Essential Elements of Effective Instruction” by Madeline Hunter
- **Assessment and Learning:** Based on “Understanding by Design: Backwards Design,” by Jay McTighe and Grant Wiggins.
- **Instructional Techniques:** Based on “Teach Like a Champion” by Doug Lemov
- **Classroom Environment:** Based on Safe and Civil Schools, Randy Sprick.
-

The following curriculum, intervention programs, and school design represent the Green Dot model for Alain Leroy Locke College Prep Academy’s academic program. Please see a list of recommended textbooks included in the Appendix.

It is required that all¹ Alain Leroy Locke College Prep Academy students be enrolled in classes meeting the UC A-G requirements and all courses are aligned with State Content Standards and Common Core. All students are required to successfully complete 190 core curriculum credits upon graduation. Our graduation requirements emphasize the traditional subjects of Math, Science, English, Social Studies 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, schools offer elective courses for credit to provide students a comprehensive learning experience. All students are required to earn 240 credits to graduation, 90 of which are from non-core classes. 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. Below is a sample curriculum that outlines the offerings at Alain Leroy Locke College Prep Academy.

Outline of Alain Leroy Locke College Prep Academy Curriculum

Ninth Grade

- 1.Math Support/Elective
- 2.English 9
- 3.Algebra I
4. Physics
5. Literacy Enrichment/Composition
6. Spanish I

Tenth Grade

1. World History / AP World History
2. English 10
3. Integrated Math and Geometry/Algebra II
4. Biology
5. Spanish II/Academic English Essentials
6. Art

Eleventh Grade

1. U.S. History or AP U.S. History
2. American Literature or AP Language
3. Algebra II/Math Analysis/Trig-Precalculus
4. Chemistry
5. Spanish III
6. Physical Education/Health

Twelfth Grade

1. Government/Economics
2. World Literature or AP Literature
3. Math Analysis/Trig-Precalculus/Calculus
4. Anatomy Physiology
5. Drama
6. Senior Elective

Academic Course Descriptions

Summary descriptions of many of the courses that are offered at a Green Dot School are found below. All courses are aligned to California content standards and Common Core standards.

¹ For a successful precedent eliminating tracking, see Rustique-Forrester, E. Why Wasn’t I Taught This Way? in Clichney, E. (2000) *Creating New Schools*, pp. 87-100.

High School Course Catalog

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. The use of college-level textbooks is encouraged.

Course Title	Grade	Course Length	Credit Types
History/Social Science, History/Social Science Honors, and Advanced Placement Courses			
History of the Americas	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	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

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

US GOVERNMENT HONORS – 3027

UC APPROVED (uca, a, cg)

During the first semester, 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. 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 honors level courses.

Course Title	Grade	Course Length	Credit Types
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
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
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, etc...). 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 at Alain Leroy Locke College Prep Academy 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.

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 at Alain Leroy Locke College Prep Academy 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.

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 such as those by the authors listed on pages 54–55. 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-medium 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.

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-medium SDAIE courses. 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.

Course Title	Grade	Course Length	UC/CSU	Double Blocked
ESL Courses				
ESL 1 A	9 – 12	1 SEMESTER	g	YES
ESL 1 B	9 – 12	1 SEMESTER	g	YES
ESL 2 A	9 – 12	1 SEMESTER	g	YES
ESL 2 B	9 – 12	1 SEMESTER	g	YES
ESL 3	9 – 12	1 SEMESTER	ucb, b, cg	YES
ESL 4	9 – 12	1 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 ART 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.

Course Title	Grade	Course Length	UC/CSU
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
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
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.

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.

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 multirepresentational 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.

The science curriculum offers a balanced and academically rigorous program based on the California Content Standards.

Course Title	Grade	Course Length	UC/CSU
Science, Science Honors, and Advanced Placement Courses			
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 I 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 inquiry exploration 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.

Course Title	Grade	Course Length	UC/CSU
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.

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 district’s Visual and Performing Arts graduation requirement.

Course Title	Grade	Course Length	UC/CSU
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
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
Stage Band A/B	9-12	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, and judgment). From there, students will be taken on a journey through the different perspectives in art which begins on the personal level and extends to the community level, societal level and finally the global level. Through these sequential themes students will be learn various mediums in art, more in-depth vocabulary, the lives of different artists, historical and cultural connections, as well as a myriad of other topics. Students will create theme specific projects and will learn how to evaluate themselves as well as their peers through the use of rubrics. Writing assignments, discussions, graphic organizers, group-work, and other activities will be the outlet for students to express their understanding of art and the creative process.

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.

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. **Taken from the Visual and Performing Arts Standards and Frameworks Guide.**

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, gypsy 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.

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.

UC Approved G Electives

Course Title	Grade	Course Length	UC/CSU
AP Psychology A/B	9-12	YEAR	ucg, g, cg
Chicano Studies	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.

ECONOMICS – 3056

UC APPROVED (ucg, g, cg)

Students will develop an understanding of economic problems and institutions of the United States and the world. Students will expand knowledge of the institution of economic systems, different methods and means of measuring concepts of economics, and the relationships of various economic variables.

ECONOMICS HONORS – 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.
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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 for Ánimo Pat Brown Charter High School. 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	UC/CSU
Reading			
Reading Enrichment	9-12	As Needed	N/A
Study Skills/ Organization			
Curriculum Skills	9-12	As Needed	N/A
Academic Success	9-12	As Needed	N/A
Advisory			
Team Advisory	9-12	As Needed	N/A

Reading

READING ENRICHMENT A – 8022

READING ENRICHMENT B – 8023

* 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.

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.

Advisory

TEAM ADVISORY A – 7005

TEAM ADVISORY B – 7008

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

See the course excel file

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.

10th Grade: Service Learning and Character Education

9th Grade: Personal Identity and Life Skills

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	-----	-----	-----	Transistion	-----
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.

PRACTICAL SCIENCE A 5SPRSCIA
PRACTICAL 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.

Scope and Sequence

Because Green Dot's educational program emphasizes regular formative assessment and the use of data to increase student achievement, our pacing plans, which prepare for our internal benchmark 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. All courses are aligned to the California content standards and Common Core.

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, TAC should create and/or adopt a rubric/checklist by which to judge the various textbooks. This rubric should include consideration of a) clear alignment with state

standards and Common Core; 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 does provide Textbook Adoption Checklists that may be used by the committee.

While the committee may consider various textbooks of interest, the committee should begin their 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. The approved textbook list can be found on page 158.

Study Skills / College Courses

Students may also take two courses 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. 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.

- Curriculum Skills: The 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 will enable them to succeed in their high school academic career.
- College Readiness: Juniors are required to take a college readiness class where they learn about different options after graduation. All students are encouraged to learn about the college process as they are encouraged to think beyond high school in an effort to realize that the tools they gain today will be beneficial in the near future. Students are encouraged to succeed academically in all of their classes with the realization that everything does matter.

Academic Support and Intervention

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

- Reading and Math Intervention Programs: Read 180 and Revolution Prep Algebra Readiness, 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 through an elective class or during curriculum skills. 9th grade SRI and an in-house Math Diagnostic before school starts for all students.
- 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 Curriculum Skills: The 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 Curriculum Skills: The 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 Revolution Prep’s workbook and online component, students will have ample opportunities during advisory and after school boot camps to prepare for the examination and they will receive valuable feedback in areas that are strengths and areas that could use improvement.
- 11th Grade Curriculum Skills: There are three pathways for 11th graders. The first pathway allows opportunity 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 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 rigors 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 CAHSEE preparation. Pending the results of the examination, students will be placed into pathway one or pathway two.
- Credit Recovery: Implement a framework for a 5th year to complete graduation requirements and designed a credit recovery plan with multiple pathways and options for credit deficit students. All core courses, and if needed Spanish, is offered
- English Learners: EL teachers implement Hampton-Brown’s Edge to provide intensive supports and established pathways for graduation for students who enter Ánimo Locke as beginning ELs which includes a 5th year of study as identified in Individual Learning Plans.
- After School Program: For 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.
- Office Hours: Teachers hold office hours twice a week after school to provide students with additional support.

Social and Emotional Support Services

Advisory Course

Alain Leroy Locke College Prep Academy 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) needed to address the student’s needs or if a referral to an the Student Success Team is needed to address the student’s needs.

Advisory serves two purposes: academic and social-emotional support. Students attend Advisories four days a week for 40 minutes in each session. Students remain in the same advisory group with the same teacher for all four years to maintain a tighter sense of community. These classes are particularly important for the student population Green Dot serves as many of the students have had little exposure to rigorous academic programs and are not familiar with what it takes to get into college.

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.
- 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 twice a year.

Clinical Services

Our Clinical Services team provides individual, group, and family therapy to the students and families and serves as a level 2 and 3 intervention within the RTI model. The main purpose of our clinical services program is to address the 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.

In order to ensure services are provided free of charge, services are provided by pre and post graduate Marriage and Family Therapy, Psychology, and Social Work interns who receive extensive training and supervision in exchange for their work. All services are supervised by one of our licensed Marriage and Family Therapist or Licensed Clinical Social Worker. Interns provide social and emotional counseling including small group and individual therapy.

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.

Transition Partnership Program

Transition Partnership Program is the pre-employment training program that is housed at Locke and serving the Locke Cluster. This is a program that is offered through a partnership with the Department of Rehabilitation, LACOE/SW SELPA and Green Dot that offers assessments, workshops and paid work experience with local businesses.

Locke Wellness Center

The Locke Wellness Center is a collaboration across our Locke Family of Schools, several community organizations, and LAUSD to provide a comprehensive and integrated set of wrap-around services, supports and opportunities that will lead to improved student learning, stronger families and a healthier community. Among the range of services offered, the Locke Wellness Center provides reproductive health education, reproductive health care, and broader youth development programming aimed at filling the gap of accessible, integrated, and healthy alternatives for youth attending the Locke Family of Schools.

Extensive 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 Alain Leroy Locke College Prep Academy, professional development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals.

For teachers, professional development activities at Alain Leroy Locke College Prep Academy are based on the recommended practices of Green Dot, which may include:

- Teacher buddy program: Once a semester release period for teachers to observe the teaching practices of their "buddy" teacher.
- Observation release day: Once a semester full-day release for teachers to observe successful teachers at other Green Dot schools or any successful school.
- Annual training/Retreat: An annual 5 – 7 day retreat for school staff to plan for the year and receive professional development.
- Mid-year retreat: A half-day to 2-day retreat for school staff to evaluate progress, reflect, and adjust the school's plan for the final semester.
- Weekly staff development: A late start is provided each week so that a 90 minute professional development period is established.
- Department norming days: Department meeting to norm teaching practices.
- District wide staff 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 assessment and teacher needs. Topics 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.

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.
- 95/5: 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.
- Practices walkthrough: Half day professional development for principals to tour other Green Dot schools and review "artifacts" of high quality instructional practices.

- Principals retreat: 2 day retreat for all principals and Green Dot home office staff. The retreat allows Principals to reflect, evaluate progress and share best practices.

Staff development meetings usually occur each Wednesday morning. Staff development topics will be chosen based on the assessment of student needs and identifying areas of improvement as outlined in Alain Leroy Locke College Prep Academy's annual strategic plan.

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. Alain Leroy Locke College Prep Academy and other Green Dot schools have used books in staff development including: *101 Active Learning Strategies* (Mel Silberman), *Teaching With The Brain In Mind* (Eric Jensen), *Classroom Instruction That Works* (Marzano, Pickering, Pollock), among others. Teachers attend numerous conferences that include: Successful Inclusion Strategies (Susan Fitzell), Engaging Students Through Block Scheduling (Louis Mangione), Vocabulary Development Strategies That Boost Reading and Learning Across All Subject Areas (Kate Kinsella) among many others. This research allows Alain Leroy Locke College Prep Academy teachers to learn from successful models and begin implementing strategies in their classroom.

Green Dot Public Schools 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:

- School business: choosing department chairs, reviewing student-teacher handbook
- Curriculum and professional development: align to school-wide focus, review school's strategic plan, training aligned with strategic plan, set lesson plans
- Review data from the previous year: school wide, department-based and individual teacher data
- Teacher-administrator meetings: administrators meet with each teacher
- Next year planning: teachers given individual time to lesson plan, prepare syllabus and set department goals.

Alain Leroy Locke College Prep Academy will hire a diverse faculty composed of the best teachers available. We will achieve this goal by continuing our national search to hire the finest teachers. This included contacting the top graduate and education programs in the country and publicizing Alain Leroy Locke College Prep Academy to experienced teachers.

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 two 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.
- In subject areas identified as weak, whether through STAR assessments or other methods, Green Dot and Alain Leroy Locke College Prep Academy work together to provide enhanced and targeted professional development to improve performance. Math instruction, for example, has been identified as an area of improvement for Green Dot schools as a whole. In this instance, Green Dot and its schools have initiated a comprehensive effort to improve instruction including the hiring of a math coach to

mentor all Green Dot math teachers, realigning incoming 9th grade math assessments, and the complete restructuring of all school's Summer Bridge intervention program to focus almost exclusively on building basic math skills for all students. Summer Bridge is a mandatory multi-week summer program that acclimates students to the Alain Leroy Locke College Prep Academy culture, high expectations, the development of a trusting community, and enrolling in a Math and English Language Arts courses in the mornings. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and needs for social-emotional support.

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 have been identified to ensure teachers are setting high academic expectations, engaging students in lessons and creating a strong classroom culture:

No Opt Out: a sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible

Right Is Right: set and defend a high standard of correctness in your classroom

Stretch It: the sequence of learning does not end with a right answer; reward right answers with follow-up questions that extend knowledge and test for reliability. This technique is especially important for differentiating instruction.

Format Matters: It's not just what students say that matters but how they communicate it. To succeed 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: Delaying 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 State and Common Core 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 meet or exceed State and Common Core standards.

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

Alain Leroy Locke College Prep Academy is committed to serving academically low achieving students. As with other Green Dot schools, Alain Leroy Locke College Prep Academy expects that many (if not the majority) of its students may be classified as "low achieving." As such, Alain Leroy Locke College Prep Academy curriculum and program is adapted to improve performance for traditionally low achieving students. Alain Leroy Locke College Prep Academy has a simple, but specific goal to ensure that all students are prepared for success in college,

leadership and life. In fact, Alain Leroy Locke College Prep Academy goals for academically low achieving students are the same as its goals for its entire student body. For more information on these goals, please see the section titled “Measurable Student Objectives” and the ESLRs listed in this charter petition. Alain Leroy Locke College Prep Academy 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”):

- Alain Leroy Locke College Prep Academy assesses all students after enrollment in the Summer Bridge Program to determine learning strengths and areas of improvement, as well as overall proficiency in core subjects. Tests used may include the Read 180 Student Reading Inventory Diagnostic Test and the Green Dot Math Diagnostic Test.
- Identified students are immediately enrolled in remediation programs to accelerate learning, such as Read 180 and Riverdeep, which are standards aligned computer based programs for reading and math respectively.
- Low achieving students are also provided remediation during the Summer Bridge program, Curriculum Skills (Thursdays, tutoring with the specific subject and teacher that he/she is failing), Special Needs/ Academic Success and through the After School Program (an after school program for students who do not complete their homework or need tutoring).

Students Who Are Socio-Economically Disadvantaged

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

- Summer Bridge – Mandatory multi-week summer program that acclimates students to the culture of High School, high expectations, the development of a trusting community, and enrolling in a Math and English Language Arts courses in the mornings. During the Summer Bridge program, students will also be identified for special needs, through Welligent or Diagnostic tests, English Learner levels, non-proficiency in standards and needs for social-emotional support.
- Math tutorial – Students who are non-proficient in Math and/or recommended by their Math teachers will receive an additional period of Math support, where their teacher and tutors will work on skill building through their current curriculum, as well as remediation strategies to strengthen skills in group tutorial and one-on-one formats.
- CAHSEE Prep – This program provides students the opportunity to prepare for taking the High School Exit Exam. Students will have access to an online and paperbound resource where tutorial or practice of similar CAHSEE type questions, are readily available.

English Learners

Alain Leroy Locke College Prep Academy will meet all applicable legal requirements for English Learners (“EL”) as they pertain to the initial testing of students in their primary language and to the notification of annual testing results to parents. Parents shall also be kept properly informed regarding student identification, placement, program options including ELD, sheltered core content instruction and waiver for primary language content instruction, teacher qualifications and training, re-classification to fluent English proficient status, our monitoring and evaluating program effectiveness, and standardized testing requirements. Each English Learner with disabilities will be assessed for English proficiency using accommodations and

modifications as set out in the IEP or Section 504 plan. Alain Leroy Locke College Prep Academy will implement policies to assure proper placement, evaluation, and communication regarding ELs as well as the rights of students and parents. The EL program is delineated in the attached EL Master Plan.

The home language survey will be given upon a student's initial enrollment into Alain Leroy Locke College Prep Academy (on enrollment forms).

CELDT Testing

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

Alain Leroy Locke College Prep Academy shall notify all parents of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Strategies for English Learner Instruction and Intervention

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

EL students will be placed in one of the following classes to support their education: an ESL Level 1, 2, 3 or 4 class; R180 with the Lbook; 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 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 ("CCTC") recognized equivalent.

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

Guidelines for Reclassification

The CELDT 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 of Early Advanced (EA) with no scores less than Intermediate (I).
2. Earn a score of Basic, Proficient or Advanced on the most recent English Language Arts test of the California Standardized Test (CST) or the California Modified Assessment (CMA).

3. Approval from current ELA teacher.
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 with parents or guardians.
5. Reclassify Student 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 CST data is published.
 - January, after CELDT data is published.
7. Monitor the academic progress of RFEP students for two years
 - If student's scores Below Basic or Far Below Basic on CMA-ELA or CST-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 will trigger RTI monitoring.

English Learner Instruction

Alain Leroy Locke College Prep Academy is required to timely identify potential English Learner students 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 (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the District that certifies that they will either adopt and implement LAUSD's English Learner Master Plan *or* implement Animo Locke's own English Learner Instructional/Master Plan. If Alain Leroy Locke College Prep Academy chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

Alain Leroy Locke College Prep Academy shall provide to CSD a copy of its entire, current plan during the annual oversight review process.

Alain Leroy Locke College Prep Academy shall administer the CELDT annually. Alain Leroy Locke College Prep Academy shall also ensure that it will provide outreach services and inform

parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

Special Education Program

Charter School Petition Statement Regarding Modified Consent Decree Requirements

All charter schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders and/or court orders imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

A Memorandum of Understanding (“MOU”) will be executed by and between LAUSD and Alain Leroy Locke College Prep Academy regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization

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

Compliance with Child Find Activities for Conversion Schools

District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District’s brochure, “Are

you Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law, (e.g., “The IEP and You”).

Modified Consent Decree Requirements

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

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

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

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

Students Achieving Above Grade Level and “Gifted”

All of the curriculum at Alain Leroy Locke College Prep Academy is focused on providing the appropriate differentiated instruction for different students of varying ability levels, including gifted or talented students. Students achieving above grade level will be identified through standardized test scores, teacher assessments and grades, and benchmark data. Students found to

be achieving above grade level will have an opportunity to excel through the following opportunities:

- Advanced Placement or Honors Classes;
- Differentiated instruction in the classroom
- If students request the courses but do not otherwise meet the outlined criteria, the appeal process is detailed in the student-parent handbook.

Students found to be achieving above grade level will have an opportunity to excel through flexible grouping of students within classes, differentiated instruction in the classroom in all subject areas, and Community Service/ Leadership courses that allows them to apply their knowledge in authentic contexts to improve Alain Leroy Locke College Prep Academy. Flexible grouping will enable students with advanced abilities and/or performance to receive suitably challenging instruction. Flexible grouping allows more appropriate, advanced and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of students above grade level.² 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 The Community Service/ Leadership course that the Principal leads will push academically gifted students to apply their intellect to authentic projects that serve to improve Alain Leroy Locke College Prep Academy culture, structure, and environment. Teachers will monitor elective credit courses. Non-completion will be treated as an incomplete elective.

² “Education Organizations Call for Greater Attention to Gifted Learners in Middle Schools,” National Association for Gifted Children, 30 July 2009 <<http://www.nagc.org/index.aspx?id=1027>>

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

Course Alignment with the A-G Requirements for Admission into the UC 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	
		1 st Semester	2 nd Semester	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester
A. History/Social Science: US History, World History, Government	2 Required 3 Recommended			World History (AP)	World History (AP)	US History (AP)	US History (AP)	Government (AP)	Econ*
B. English	4 Required	English 9	English 9	English 10	English 10	English 11 (AP)	English 11 (AP)	English 12 (AP)	English 12 (AP)
C. Mathematics: Algebra I, Geometry, and Algebra II, Pre-Calculus, Calculus.	3 Required 4 Recommended	Algebra I	Algebra I	Algebra II or Integrated Math	Algebra II or Integrated Math	Geometry or Trigonometry or Pre-Calculus	Geometry or Trigonometry or Pre-Calculus	Pre-Calculus or Calculus or Math Analysis Or Geometry	Pre-Calculus or Calculus or Math Analysis or Geometry
D. Laboratory Science: Biology, Chemistry, Physics.	3 Required 4 Recommended	Biology or Physics	Biology or Physics	Chemistry or Biology	Chemistry or Biology	Physics or Chemistry	Physics or Chemistry	Anatomy and Physiology or AP Biology	Anatomy and Physiology or AP Biology
E. Language other than English	2 Required 3 Recommended	Span I or Span II for native speakers	Span I or Span II for native speakers	Span I or Span II	Span I or Span II	Span II or AP Language	Span II or AP Language	Span III or AP Language or AP Literature	Span III or AP Language or AP Literature
F. Visual & Performing Arts: Drama, film, etc.	1 Required			Art	Art			Drama	Drama
G. College Preparatory Electives⁴ visual and performing arts, history,, English, advanced math, laboratory science and language other than English	1 Required			Urban/Ethnic Studies	Urban/Ethnic Studies	Environmental Science	Environmental Science		Economics

⁴ Approved G Electives include: AP Psychology, Psychology, Journalism, Environmental Science, Urban/Ethnic Studies, Chicano Studies, Creative Writing, Engineering and Robotics, Integrated Science, Foundations of Science, Introduction to Engineering, Cultural Relations, Economics

School Calendar and School Time

A school site committee determines the daily bell schedule that meets the needs of its students. Alain Leroy Locke College Prep Academy will have at least 183 student days and an additional 10 professional development days for its teachers. The current state minimum requirement for instructional minutes is 62,949 and Alain Leroy Locke College Prep Academy is providing 65,000 instructional minutes. It will surpass the required number of minutes of instruction as set forth in Education Code 46201.

We will use flexible scheduling models to increase interdisciplinary work and meet specific learning needs. Currently we double-block humanities classes. This will allow teachers to establish a bond with their students and help them to become aware of each student’s strengths and weaknesses more quickly so that we can meet each student’s needs more efficiently. It also allows our teachers to provide additional support and intervention to ensure students are mastering the material. We do, however, plan to tailor the schedule as much as possible to the calendar in Los Angeles Unified School District without compromising our academic program. We want to be respectful of those families who have children in Los Angeles Unified School District and at Alain Leroy Locke College Prep Academy.

A SAMPLE DAILY SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1 8:00 – 9:00 (60 min)	Period 1 8:00 – 9:40 (100 min)	Late Start Professional Development 7:45-9:15	Period 3 8:00 – 9:40 (100 min)	Period 6 8:00 – 9:40 (100 min)
Period 2 9:05 – 10:05 (60 min)	Period 2 9:45 – 11:25 (100 min)	Period 4 9:15-10:55 (100 min)	Period 2 9:45 – 11:25 (100 min)	Period 5 9:45 – 11:25 (100 min)
Period 3 10:10 – 11:10 (60 min)	Advisory/ Intervention 11:30 – 12:40 (70 min)	Period 5 11:00-12:40 (100 min)	Advisory/ Intervention 11:30 – 12:40 (70 min)	Advisory/ Intervention 11:30 – 12:40 (70 min)
Period 4 11:15 – 12:15 (60 min)	Lunch 12:40 – 1:15 (35 min)	Lunch 12:40 – 1:15 (35 min)	Lunch 12:40 – 1:15 (35 min)	Lunch 12:40 – 1:15 (35 min)
Lunch 12:15 – 12:50 (35 min)	Period 3 1:20 – 3:00 (100 min)	Period 6 1:20 – 3:00 (100 min)	Period 1 1:20 – 3:00 (100 min)	Period 4 1:20 – 3:00 (100 min)
Period 5 12:55-1:55 (60 min)	Dismissal 3:00	Dismissal 3:00	Dismissal 3:00	Dismissal 3:00
Period 6 2:00 – 3:00 (60 min)				

Dismissal 3:00				
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Our academic calendar is included on page 152.

Sports, Clubs and Community Service Activities

Alain Leroy Locke College Prep Academy believes that co-curricular sports, clubs, and community service activities are central to an effective education.

Sports

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

Clubs

Alain Leroy Locke College Prep Academy will offer a wide variety of activities outside of the academic program and are not counted toward our instructional minutes. Depending on student interest and budgetary constraints, this may include: Gay Straight Alliance, 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. Based on the operating history of other Green Dot schools, several clubs are in the school's first year of operation and are expanded in subsequent years based on student interest and demand. In some cases, transportation is required for club activities. Alain Leroy Locke College Prep Academy typically draws from the Student Events line items to fund the needs of the clubs (transportation costs are included as part of these line items).

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

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

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

Students begin arriving at school at 7:30 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 A-G curriculum and focus on the California content standards and Common Core provides a rigorous and well-rounded education. In order to ensure our students are successful, we have incorporated

interventions into our daily schedule. Interventions may include: 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. 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: MEASURABLE PUPIL OUTCOMES

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

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

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)

Alain Leroy Locke College Prep Academy is being created using the same model as Green Dot’s other 17 charter schools, all of which are performing above comparable public schools on all key performance metrics. Green Dot expects Alain Leroy Locke College Prep Academy to perform at similar levels as other *Ánimo* schools. As described previously, Alain Leroy Locke College Prep Academy expects to graduate students that have developed the following skills:

College -Directed Learners

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

Cultural Learners

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

Innovative Leaders

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

Life-Long Learners

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

All students will be held accountable to the California State standards and Common Core and supported to reach the Green Dot objectives for performance. In addition, Alain Leroy Locke

College Prep Academy and Green Dot expect its graduates to have mastered all or part of the following:

Subject Area	Aligned State Standards	Assessment Tool
English/Language Arts	- Student will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works	ELA CST AP Exams Quarterly Benchmarks Quarterly report cards CAHSEE
English Language Development	- Students will gain increasing control of the ability to understand, speak, read and write in English	CELDT ELA CST
Mathematics	<ul style="list-style-type: none"> - Students will master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers. - Students will understand the concepts of mean, median, and mode of data sets and demonstrate ability to analyze data - Students conceptually understand and work with ratios and proportions - Students will demonstrate ability to manipulate numbers and equations - Students will make conversions between different units of measurement. - Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations 	Math CST AP Exams Quarterly Benchmarks Quarterly Report Cards CAHSEE
Science	- Students will demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology	Science CST AP Exams Quarterly Benchmarks
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	History CST AP Exams Quarterly Benchmarks
Foreign Language	- Students will demonstrate, in a foreign language, the ability to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works	Individual course assessments Teacher observations AP Exams
Visual & Performing Arts	- Students will demonstrate some facility with a fine or performing art. Students will understand the place of art in society.	Individual course assessments Teacher observations

Benchmarks To Be Met

The achievement of the charter school will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics. The criteria for selecting the comparison schools are:

I. Comparison Schools

In gauging the success of the charter school during the renewal term, a group of comparison district schools will be selected that meet the following criteria. The District will identify the comparison schools and will inform the charter of the names of the schools and the specific data used to identify them. Locke 1 will analyze the school's academic performance by using publicly available data to compare the academic achievement of the charter school's students to the academic achievement of comparison District schools, and ensure that Locke 1 is also serving similar demographic characteristics as LAUSD neighborhood schools.

II. Benchmarks To Be Met

Alain Leroy Locke College Prep Academy shall strive to meet all state targets for API, CAHSEE and graduation rates.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
What are your API growth targets in years 1 through 5?	615	633	656	679	700
What are the AYP targets Advanced/Proficient in ELA in years 1-5?	39%	41%	45%	47%	49%
What are the AYP targets Advanced/Proficient In Math in years 1-5?	44%	46%	49%	51%	53%
What is the percentage of high school students graduating from high school?	79%	81%	83%	84%	85%
What percentage of your students will meet the college readiness requirements for a 2-year and 4-year college?	52%	54%	57%	59%	61%
What percentage of students who attend Locke for a minimum of two years will pass CAHSEE by the end of the 12th grade?	76%	78%	81%	83%	85%
What percentage of Locke students will pass CAHSEE by 10th grade?	58%	60%	63%	65%	67%
What percentage of the students will achieve proficient and or advanced in History/Social Science and Science Standards?	7%	7%	9%	9%	10%
What percentage of ELs will achieve proficient to advanced levels of fluency in ELD as measured by CELDT?	42%	44%	47%	48%	49%
What percentage of ELs will meet reclassification requirements by the end of 12th grade?	36%	38%	40%	40%	41%
What percentage of students with disabilities will meet the graduation requirements as required by the school and/or the students' Individualized Education Programs?	72%	73%	75%	76%	77%

What is the minimum percentage of the student attendance rate?	90%	90%	92%	93%	93%
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Delineation of When and How Pupil Outcomes will be Assessed

College-prep, rigorous assessments that are aligned to state content standards and Common Core are provided to all Alain Leroy Locke College Prep Academy students. Teachers will be trained to use the Backwards Design Model for developing instructional units. This model requires the teacher use the state standards and Common Core as a starting point for curriculum development. By adhering to this model, Alain Leroy Locke College Prep Academy ensures that student report card grades measure the level of student mastery of content standards. Teachers will also use student achievement results on assessments to determine areas for re-teaching. Teachers will meet at least once a semester to examine student work using protocols 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. For example, the English Department may develop a writing rubric aligned with state content standards and Common Core to address the low writing skills of Alain Leroy Locke College Prep Academy students.

Alain Leroy Locke College Prep Academy 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 three placement exams (one in reading, one in math, and one in Spanish) during the summer. The reading test is taken from Read 180, a standards-aligned reading acceleration program, and this test determines a student’s lexile level so that Alain Leroy Locke College Prep Academy can determine which students are reading at a below basic, 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 level of Native Speakers. Incoming students are tested during the Summer Bridge Program. Students who score below basic, basic or far below basic on the reading assessments are placed in a year-long Read 180 course to support them in language arts. Students who score basic or far below basic on the math assessments may be placed in a course specially designed to support them in their mathematics.

Alain Leroy Locke College Prep Academy will use quarterly interim assessments created in cooperation with Action Learning Systems (ALS) to benchmark student progress in core areas including English, Math, Science and History. This program includes pacing guides, exams, a variety of 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 a common assessment tools across the organization which allow teachers to use common data from which to inform instruction.
- Create the opportunity for collaboration amongst teachers so that best practices can be shared across the organization.
- Provide multiple opportunities for students to get accustomed to standardized testing

Schools that elect to participate in the program must agree to the following:

- All teachers must administer **all 4** 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 must meet after the first 3 benchmark exams to share reflections on their data and collaborate on next steps for unit planning.
- A Locke Administrator must be present for the first 2 hours of each collaboration day to go over the benchmark data with the teachers from his/her school.
- School site administrators must help teachers devise a plan for sharing benchmark data with students and parents.
- School site administrators must monitor the implementation of next steps devised by teachers after benchmark data is received.

Alain Leroy Locke College Prep Academy staff will also use data from state assessments, diagnostic assessment (e.g. Read180, Math Diagnostic) and classroom assessments on a quarterly basis to inform instruction and student placement. Alain Leroy Locke College Prep Academy will use all of these indicators to monitor student growth, 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. For example, after reviewing state test data, the math department may set a goal to increase the number of students in the “Advanced” category in Algebra by 16%. The department then establishes steps to take, including resources to be used, to help them reach this goal. In addition, the review of student grades each quarter leads to a discussions about the types of assessments each teacher uses as well as the ways in which teaches are grading.

Student achievement and assessments are also 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 meet on early release Fridays to discuss progress towards department goals and curriculum pathways. Each grade level functions as a Student Success Team that collaborates to develop individualized intervention plans for struggling students and/or high achieving students in need of a challenge. Administrators, Counselors, teachers, parent and clinical services personnel are also invited to participate in the Student Success Teams to ensure students are receiving the support they need to be successful.

The Alain Leroy Locke College Prep Academy staff 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 (described in further detail in Element 3) 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.

Identification of Who will be Accountable for Student Progress

Green Dot holds the principal of Alain Leroy Locke College Prep Academy ultimately accountable for the success of the school and student performance. By implementing the Green Dot school model, the Alain Leroy Locke College Prep Academy staff will be data-driven, results-oriented and also accountable for student progress in the classroom. The culture at Alain Leroy Locke College Prep Academy will be based upon constant reflection and improvement.

As required under No Child Left Behind (“NCLB”), Alain Leroy Locke College Prep Academy will work with its staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. Alain Leroy Locke College Prep Academy 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. Alain Leroy Locke College Prep Academy may also implement extended learning for students falling behind who need extra help. Alain Leroy Locke College Prep Academy will participate in all assessments required by the State of California. Furthermore, Alain Leroy Locke College Prep Academy will be a WASC accredited school. We are currently in the process of recertifying our affiliation with WASC and the site visit is scheduled for this Spring.

Green Dot uses CST, CELDT, CAHSEE and other internal assessments to ensure that all students meet state standards and Common Core and the school (Alain Leroy Locke College Prep Academy) as a whole meets API growth targets. Green Dot’s executive management team reviews all such data on a regular basis with both school site leadership and staff. Green Dot uses student performance data as a cornerstone of its management of its schools and provides extensive development to school leadership and staff so that each school and will consistently improve and surpass its State goals and the goals outlined within their respective charter petitions.

ELEMENT 3: OUTCOME MEASUREMENT PROCESS

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

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

Student Assessments

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

- **Placement exams:** All incoming enrolled students are given placement exams in order to determine proficiency levels in math and reading (READ 180 is used for reading). Comparable tests are given at the end of the year to measure progress. The CELDT exam is administered at the beginning of the year to determine English language proficiency for those whose first language is not English. CELDT is administered annually until students are designated English fluent.
- **State-Required Standardized Tests:** All state-required tests, including the CSTs and CELDT, are given and analyzed closely. 8th grade scores for incoming 9th grade students are gathered after enrollment so that growth can be compared between Green Dot schools and the district schools.
- **Green Dot Interim Assessments:** Green Dot schools will use the interim assessments to assess student mastery of standards, norm teaching practices across schools, and drive teacher reflection and improvement of practice.
- **Traditional Classroom Assessments:** Quizzes, essays, projects and exams are delivered regularly in classes.
- **Other Assessments:** Students are also measured regularly in non-curricular areas such as class attendance and discipline.

Green Dot uses two data and information management systems (Power School and Data Director) to track students' progress on classroom and state standardized assessments. Teachers critically analyze student data, identify strengths and weaknesses, and develop individualized learning plans for their students. Goals are clearly communicated to students and parents on a regular basis. Assessments and data analysis help administrators to improve instruction.

Student performance will also be measured in non-curricular areas such as class attendance and discipline. For example, Alain Leroy Locke College Prep Academy will actively track each student's attendance and conduct.

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

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

- **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 Power School.
- **ACT: Using the data to identify strengths and areas of improvement:** The staff will set baseline expectations for incoming students (e.g., information from previous assessments); recommend additional support if needed; administer all assessments, including school, district, and state-required testing (e.g., CST, proficiency tests); develop evaluative comparisons with similar populations using disaggregated data; set priorities for professional development; and assist with the allocation of resources.

Testing

Alain Leroy Locke College Prep Academy agrees to comply with and adhere to the State requirements for participation an administration of all state mandated tests. If the Charter School does not test (i.e. STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

Reporting Data

Green Dot will report student progress to: (1) students and parents, (2) LAUSD (3) the broader public, and (4) teachers and school board members. Options for reporting data include grades and quarterly report cards, portfolios, narratives, bi-annual student-involved parent conferences, annual reports, informational brochures, the school website, and annual stakeholder meetings.

Alain Leroy Locke College Prep Academy has a performance scorecard developed by Green Dot in order to measure the performance of all stakeholders in the school. The scorecard includes standardized 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 previous scorecards • Analyze “life cycle of teachers” to identify breakdowns (recruiting, staff development, etc.) 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets for next academic year
Parents	<ul style="list-style-type: none"> • Completion of Volunteer Hours • Attendance at 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"> • Performance at individual schools • Employee Retention • New schools opened • Fiscal Management • District / Systematic change influenced 	<ul style="list-style-type: none"> • Compare with previous years and targets set by Board 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets with Board for next academic year

Grading Policy

Alain Leroy Locke College Prep Academy is committed to providing a California state standards and Common Core-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. Further, we encourage our students to meet and exceed the minimal requirements for entrance into the California public university system upon graduation from high school. To this end, as a grade of “D” neither indicates proficiency in the California state standards and Common Core nor is accepted by the University of California or California State University systems, any grade below a “C” shall be considered insufficient to pass the course for college admission requirements.

Alain Leroy Locke College Prep Academy Grading Scale

A= superior work, the student consistently excels in quality of work; a college recommending grade

B= above average work, the student maintains a good standard of work; a college recommending grade

C= average work, the students does expected work at a moderate level of achievement, this is a non-college recommending grade

D= below average level of achievement. While this is a passing grade, the student may have to remediate the course to advance to the next level of instruction. A “D” does not fulfill four-year college entrance requirements.

F= student does not meet minimum requirements; no credit is given, course requirements are not completed

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

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

Failed Courses

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

ELEMENT 4: GOVERNANCE STRUCTURE

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

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

Nonprofit Public Benefit Corporation

Alain Leroy Locke College Prep Academy is an independent conversion charter school operated by Green Dot Public Schools, a 501 (c) (3) non-profit benefit California Corporation as per Educ. Code section 47604. Alain Leroy Locke College Prep Academy and/or its non-profit corporation Green Dot is governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Ultimate responsibility for the governance of Alain Leroy Locke College Prep Academy will rest with Green Dot’s Board of Directors. The Board of Directors will be responsible for major strategic and policy decisions related to the schools and will also need to ensure Alain Leroy Locke College Prep Academy’s financial sustainability. Locke and/or its non-profit corporation Green Dot Public Schools is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. Attached, as an Appendix, please find the articles of incorporation and corporate bylaws of Green Dot Public Schools.

Since Green Dot Public Schools is a non-profit corporation, it can be sued as an independent entity and would be responsible for any debts incurred by the school. Green Dot Public Schools will be solely responsible for the debts and obligations of the Charter School. Green Dot Public School will comply with the Brown Act.

Green Dot Board of Directors

New members of the Green Dot Board of Directors are typically nominated by an existing board member(s). The Green Dot board frequently discusses additions to its membership based on the need to add additional functional expertise and/or balance representation of the communities served by Alain Leroy Locke College Prep Academy and other Green Dot schools. Once nominated, the board undergoes a thorough review process including a nominee’s professional background, community involvement, and commitment to Green Dot’s mission. In order to be confirmed, nominees will have to receive a unanimous vote by the existing board of directors. The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code Section 47604(b).

Board Authority

The Board approves budgets for Alain Leroy Locke College Prep Academy, approves major school and Green Dot policies.

The Board’s rights include, but are not limited to, the following rights to:

- Determine the school intention and overall program design as described in the charter;
- Establish educational policies with respects to admitting students;
- Determine staffing patterns and design;
- Determine the number of personnel and kinds of personnel required;

- Ensure the rights and educational opportunities of all students;
- Maintain Board operations; move or modify facilities;
- Establish budget procedures and determine budgetary allocations;
- Determine the methods of raising revenue;
- Contract out work and take action on any matter in the event of an emergency, consistent with any limitations
- Conduct student expulsion and employee termination appeals

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

Board Meetings

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

Conflicts of Interest

Members of the Board of Directors, any administrators, managers or employees, and any other committees of Green Dot shall comply with applicable federal and state laws, and nonprofit integrity standards and LAUSD's Charter School's policies and regulations regarding ethics and conflicts of interest. The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

Green Dot Management

Green Dot's management team will be responsible for the majority of the policy setting decisions including 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. The Green Dot Management Team meets on a weekly basis to focus on key issues dealing with Alain Leroy Locke College Prep Academy and other schools. Green Dot Management meets with the principals formally on a monthly basis to discuss academic success, school operations, financial management, attendance, reporting, etc. This process helps ensure that the schools are hitting their targets and are continually improving. School performance and data will be relied on heavily for decision-making.

School Principal

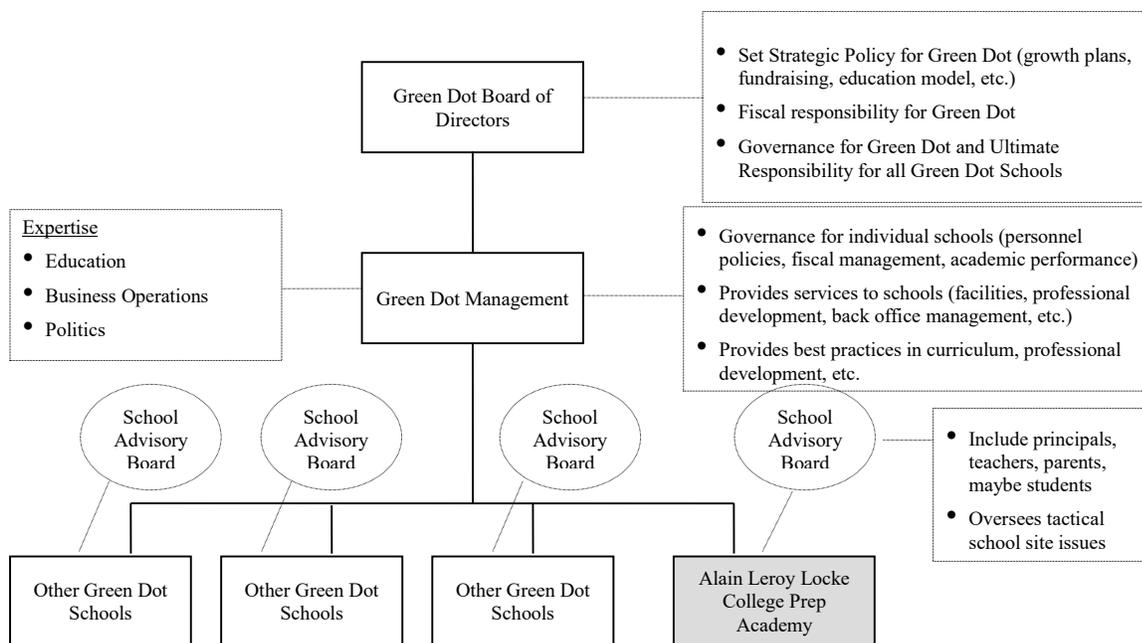
The Principal is responsible for the daily administrative operation of the school and is accountable first to Green Dot management and ultimately to the Green Dot Public Schools’ Board. Additionally a School Advisory Board made up of the Principal, teachers, staff and community members exists to help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

School Advisory Board

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

Parents will be treated by staff members as collaborators in the educational process. The Advisory Board, comprising parents, teachers, classified staff, students, community representatives, and administrators, will also recommend policy to Green Dot management. The composition of the School Advisory Board may include: the Principal, 4 teachers, 1 classified staff member, 3 parents and 3 students. The School Advisory Board will meet monthly. Parental views and expertise will be sought in developing policies and solving school-wide problems through representatives serving on the Advisory Board and various committees. Communication with parents, whether about school policies and programs or about their own children, will be frequent, clear, and two-way.

Below is a diagram of the Green Dot governing structure:



Green Dot Management Meetings

The Green Dot Management Team meets on a weekly basis to focus on key issues dealing with Alain Leroy Locke College Prep Academy and other schools. The Green Dot Management Team meets with the principals formally on a monthly basis to discuss academic success, operations, financial management, attendance, reporting. Etc. This process helps ensure that the schools are hitting their targets and are continually improving. School performance and data will be relied on heavily for decision-making.

The following are the biographies of Green Dot's Management Team and Board of Directors:

Management Team

Marco Petruzzi – Chief Executive Officer

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

Dr. Cristina de Jesus – Chief Academic Officer & President

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

Sabrina Ayala – Chief Financial Officer

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

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

Board of Directors

Marlene Canter – Chairman of the Board, Former LAUSD board President

Marlene Canter, overwhelmingly elected twice to the Los Angeles City Board of Education, served as Board Member for District 4 from 2001 to 2009 and as President from 2005 to 2007. The Los Angeles Business Journal named her Woman Executive of the Year in 2006 for her leadership of the Board. In 2008, the League of Women Voters presented her with their Government Leadership Award. In 2009, Ms. Canter received the Educator of the Year award from Loyola Marymount University's School of Education.

During her tenure on the Board, Ms. Canter made teacher quality and children's health and well-being her top priorities. She authored resolutions to ban the sale of soft drinks and junk food in LAUSD schools — which passed in 2002 and 2003, respectively — making LAUSD the first large urban district in the nation to approve such bans. California and many other districts have since adopted similar nutrition reforms.

Ms. Canter was willing to take on controversial issues and authored successful resolutions calling for increased scrutiny in teacher evaluations, the granting of tenure and changes to the state Education Code governing the certificated employee dismissal process. She now sits on the LAUSD Teacher Quality Task Force and will play a role in developing recommendations for legislative changes regarding teacher dismissals and seniority, strategies for implementing a merit pay system and improving the teacher evaluation process.

Ms. Canter chaired the Board's Charters and Innovation Committee, a new committee she conceived to help drive school and District transformation. The Committee supported the District's efforts to create innovative partnerships, provided oversight for charter schools, and to facilitated reforms in the District.

Drawing on her 30-year career as co-CEO of a successful teacher training company, Ms. Canter also created the Board's Human Resources Committee. The committee, which she chaired for 4 years, oversaw impressive improvement in the recruitment of highly qualified teachers. Ninety-four percent of the District's new hires meet the State's definition of highly qualified compared to 64 percent of new hires in 2002/03.

Ms. Canter began her career in education as a special education teacher at Alta Loma Elementary School. She went on to co-found and serve as the co-CEO of Canter & Associates, now Laureate

Education, Inc. The company became one of the world's leading teacher-training organizations and trained more than 1 million K-12 teachers worldwide. It developed an extensive catalogue of professional development programs, distance learning graduate courseware and resource materials for teachers, administrators, and parents.

Ms. Canter sat on State Superintendent Jack O'Connell's P-16 Council and on the Board of Directors for her alma mater, Pacific Oaks College. She is also an advisor to the Children's Partnership, a national nonprofit, nonpartisan child advocacy organization. Ms. Canter also has served on the Boards of Directors for the Elizabeth Glaser Pediatric AIDS Foundation and the Kehillath Israel Synagogue of Pacific Palisades.

Kevin Reed – 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.

Brad Rosenberg, Chairman Imagine L.A.

Brad Rosenberg is a successful businessman who has always worked to give back to the community. Over the past 40 years, Mr. Rosenberg has created and managed a variety of businesses - ranging from manufacturing, real estate development, management and commercial services. Since 1990, he has been president of SBR Investments, Inc., a real estate and investment company. He has used this business expertise to aid several philanthropic and non-profit organizations become more effective in their missions.

Since 2008, Mr. Rosenberg has served as Chairman of the Board Imagine LA, developing a framework for a business model that achieves the non-profits' mission and goals to help homeless families into long-term housing and self-sufficiency. Under Mr. Rosenberg's leadership, the number of families served by Imagine LA has increased dramatically.

Mr. Rosenberg currently sits on the Board of Directors of Green Dot Public Schools, serving in several capacities including Chairman of the Development Committee and Secretary of the Board of Directors. Since 1967, he has served as a member of the board of Trustees for Jewish Big Brothers Big Sisters of Los Angeles/Camp Max Straus where he had also served as Interim Executive Director and Chairman. He was founding Chairman of Save-Our-Mountains and Glendale/ La Crescenta V.O.I.C.E., both groups organized to protect local wilderness recreational areas.

Mr. Rosenberg holds a bachelor's degree in Marketing from Michigan State University and a MBA in Finance from the University of Southern California.

Gilbert Vasquez - Managing Partner, 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.

Noah Mamet - President, Mamet & Associates

Noah Mamet founded his business and political consulting firm, Noah Mamet & Associates LLC, in 2004 after seven years as National Finance Director for the House Democratic Leader, Congressman Richard A. Gephardt. Over the last eight years, Mr. Mamet has overseen expansion of the firm to include offices in San Francisco and New York and is a private consultant for business and political affairs to numerous companies, families and individuals. He is also an unpaid advisor and fundraiser to numerous Democratic political campaigns, including Presidential, Senate, House and Gubernatorial races.

Between 1995 and 2002, Mr. Mamet led efforts for Leader Gephardt to raise over \$238 million for Democratic congressional campaigns, committees and other political groups. Mr. Mamet has over 20 years of development and fundraising experience and has worked directly for numerous national and international political leaders, including Secretary of State Madeleine Albright, President Mikhail Gorbachev, and Speaker of the House of Representatives, Nancy Pelosi. He has also consulted for numerous top business executives, including Elon Musk, Russell Goldsmith, Casey Wasserman, Marc Nathanson, Leo Hindery, Haim Saban, Berry Gordy, Chris Silberman and Walter Shorenstein, among many others.

Mr. Mamet's charitable work includes his role as an active board member for the LA-based Green Dot Public Schools, which is the largest public charter school operator in CA and a leading catalyst for education reform nationwide. In addition, Mr. Mamet is a board member of NatureBridge, a national nonprofit organization which teaches math and science to underprivileged kids through an innovative approach, including field trips to national and state parks. A graduate of UCLA, Mr. Mamet has been a member of the American Council of Young Political Leaders, the National Jewish Democratic Council (MDC) as well as the Manhattan Beach Parks and Recreation Commission.

Denita Willoughby – Former Vice President of External Affairs, AT&T California

Denita Willoughby was named CEO of The Wiki Group, Inc (previously WikiLoan) on March 1, 2012. She is responsible for overseeing world-wide operations and the long-term financial viability of the corporation. Previously, Willoughby was with AT&T for over 15 years. She was Vice President of External Affairs in the Greater Los Angeles Area, AT&T's largest market. She

was responsible for working with key stakeholders to upgrade AT&T's Uverse and wireless networks. Her previous role was VP of Programming for AT&T's Uverse Video Content team. Willoughby acquired content and negotiated cable network contracts. Willoughby is an experienced executive with strong P&L, sales and leadership experience, with past roles at SBC, Morgan Stanley and IBM. Named by the California Diversity Magazine as one of the Most Powerful and Influential Women in California, Willoughby has an engineering degree from the University of Wisconsin-Madison and a MBA from Harvard Business School. She is a member of the board for California Institute of the Arts, Green Dot Public Schools, Unite LA and Vision to Learn.

Arielle Zurzolo – President of Green Dot Teacher's Union (AMU)

Arielle Zurzolo is the President of Asociación de Maestros Unidos (AMU), the teacher and counselor union for Green Dot Public Schools. Arielle was born and raised in Los Angeles, California and attended LAUSD schools because her family believes in free education but unfortunately LAUSD did not provide an academically challenging experience. She is dedicated to improving public education in her hometown because this battle is a personal one. She believes Green Dot will raise this bar and challenge other districts to improve their quality so that all students are served.

Arielle has taught several classes at Ánimo Venice including Ethnic Studies, Sociology, Freshmen Seminar and Reading Intervention. She advised the R.A.P. tribe, an afterschool performing arts group, and the Gay Straight Alliance. She has seen students' transformations with her own eyes when they begin Green Dot at low academic levels with little motivation to succeed and leave with a High School diploma and excited to engage in the world that lays open in front of them.

Arielle decided to run for the AMU Executive Board so she can support her fellow teachers and counselors in their amazing work with students and each other. Her philosophy champions union/management collaboration that puts students first. She supports improving salary and working conditions and believes it is the union's duty to also ensure that teachers and counselors take leadership roles on their campuses since they are the adults who are "on the ground" and spend the most time interacting with students and parents. She also believes that Green Dot and AMU should work to keep local control and decision-making at the sites so that they can best serve the unique communities in which they exist. She is honored to represent Green Dot teachers and counselors and to work at Green Dot Public Schools.

Paul Miller – Los Angeles Unified School District

Paul Miller is a Program and Policy Development Specialist in the Human Resources Department of the Los Angeles Unified School District. Paul Miller joined LAUSD after serving as Chair of the transition team for Superintendent John Deasy. Prior to joining LAUSD Paul Miller served Teach For America as Executive Director of the Los Angeles region from 2009-2011. Under his leadership Teach For America- Los Angeles teachers achieved the highest teacher effectiveness results in Teach For America- Los Angeles' 20 year history. Paul Miller came to Teach For America after spending the previous two years leading economic development efforts in Camden, New Jersey, first as President of the Cooper Grant Neighborhood Association, and subsequently, as President of the Board of Directors and Acting

Chief Executive Officer of the Camden Empowerment Zone Corporation. Paul has worked and studied in the UK, earning a Master of Science at the London School of Economics and pursuing a Ph.D. in International Studies at Cambridge University. He completed his undergraduate degree at the University of Southern California where he earned a bachelor's degree in Political Science and Psychology and was elected to the Phi Beta Kappa Honor Society. Paul is also a recipient of a Marshall Scholarship, a Truman Scholarship and a Galbraith Scholarship. Paul currently serves as a member of the Green Dot Public Schools Board of Directors and a member of the Loyola Marymount University School of Education Board of Visitors.

Ref Rodriguez - Co-Founder, PUC

Ref Rodriguez is President and CEO of *Partners for Developing Futures (Partners)*. Partners is a social venture investment and technical assistance provider that targets high-potential, early-stage minority-led charter schools and charter school networks that serve underserved students. Prior to joining Partners, Ref was Co-Chief Executive Officer of Partnerships to Uplift Communities (PUC), a charter school management organization serving communities in the Northeast San Fernando Valley and Northeast Los Angeles.

During his tenure, PUC developed 10 schools and became a well-regarded charter management organization in California. Ref's original inspiration for starting a charter school was to offer high quality learning experiences for youth in the predominantly Latino working class community where he grew up. His outrage for being considered "fortunate" for having graduated from college because of his socio-economic background is what drives him to create and support schools where college graduation is an expectation for all. He currently serves on the Boards of Partnerships to Uplift Communities, Green Dot Public Schools, Education Pioneers-Los Angeles, and the Alliance for a Better Community.

Timothy S. Wahl, Faculty Member Cal State Northridge

Timothy Wahl has more than 40 years' experience as an attorney specializing in banking and finance, business law and compliance issues in both the private and public sectors. Mr. Wahl currently serves as a faculty member at California State University at Northridge teaching an advanced course in business law.

Prior to this, he was a consultant to a private equity firm and earlier, served Fidelity Capital Market Services as Vice President for Capital Markets compliance. Previously, Mr. Wahl was General Counsel for Citigroup Capital Strategies and earlier served as Executive Vice President and General Counsel for First Nationwide Bank and General Counsel for Citigroup's consumer bank.

His background includes the position of senior attorney at several U.S. government agencies, including the Federal Home Loan Bank of San Francisco, the Justice Department and the Federal Deposit Insurance Corporation.

Mr. Wahl also serves on the Board of Directors for Green Dot Public Schools. Mr. Wahl earned a B.A. from Villanova University, an M.B.A. from Rutgers University and a law degree from California Western School of Law.

Jon P. Goodman, President Town Hall Los Angeles

Jon P. Goodman, currently 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 Director of the EC² Incubator at University of Southern California's Annenberg Center, 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. 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, 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.

Bradley Tabach-Bank, General Counsel RP Realty Partners

Mr. 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.

Grievance Procedure for Parents and Students

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

Alain Leroy Locke College Prep Academy will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

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

LAUSD Charter Policy

Alain Leroy Locke College Prep Academy will comply with the District policy related to Charter schools, as it may be change from time to time, after notice to, and reasonable opportunity and input from the Charter School Collaborative.

Responding to Inquiries

Alain Leroy Locke College Prep Academy and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Alain Leroy Locke College Prep Academy and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud, or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications

Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Alain Leroy Locke College Prep Academy.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

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

Alain Leroy Locke College Prep Academy will hire a diverse faculty composed of the best teachers available. We will achieve this goal by continuing our national search to hire the finest teachers. This includes contacting the top graduate and education programs in the country and publicizing Alain Leroy Locke College Prep Academy to experienced teachers.

Job Descriptions for Positions

Principal Job Description

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

Teacher Job Description

- Effectively instruct students in assigned content area(s) as prescribed by Green Dot's academic content standards and Common Core through lecturing, demonstrating, and using audio-visual aids and other materials to supplement presentations with the overall goal of engaging student learning.
- Work as part of interdisciplinary team and within content areas planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of state and school.
- Set clear short-term and long-term goals to drive instruction.
- Develop and submit weekly and long range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review homework.
- Consistently administer tests to evaluate pupil progress, record results, and issue meaningful reports to inform parents of progress.
- Create and implement student intervention plans when necessary.
- Maintain the school's student management policies and procedures (i.e. attendance records, dress code, etc.) and report to the school administrators when necessary.
- Maintain effective supervision and discipline in the classroom.
- Work with other teachers and administrators to address and resolve student issues.
- Provide necessary accommodations and modifications for growth and success of all students.
- Participate in faculty and professional meetings, educational conferences, and teacher training workshops.

- Lead and participate in student activities such as: sponsoring student activities or student organizations, coaching a sports team, working with parents and the community as part of a committee or group, provide morning or after school supervision, and chaperoning student activities.
- Abide by all state and federal mandates in reporting sexual or physical abuse and neglect.
- Special projects and duties outside of primary teaching responsibility as assigned.

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

Assistant Principal Job Description

- Responsible for student discipline and attendance.
- Evaluate and supervise school curriculum and instruction program with the math, science, foreign language, and physical education 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 Athletic Director and the school's athletic program.
- Knowledge of athletic rules (i.e. NCAA regulations, CIF, etc).
- Coordinate transportation and supervise classified personnel within this department.
- Oversee scheduling of field trips.
- Organize and inventory technology equipment.
- Assist in developing and maintaining the school budget.
- Assist with the development of a Master Class Schedule.
- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person).
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- Maintain professional standards and a school environment that is productive, safe and focused.
- Participate in Green Dot and individual professional development.
- Participate in other events aimed at promoting or developing Green Dot and its schools (ie student recruitment).

Counselor Job Description

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

Office Manager Job Description

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

Parent Coordinator Job Description

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

Campus Aide Job Description

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

Instructional Aide Job Description

The Instructional Aide: Special classification is designed to serve students whose instruction is identified and specified in an Individualized Education 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. Incumbents in this class

perform a variety of instructional tasks in such areas as reading, writing, and mathematics. The incumbent will be assigned to work with a small group of special education students in a general education classroom.

Credentials, Requirements, and Qualifications of Staff

Principal's Experience & Education Qualifications

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

Teacher's Qualifications

- Bachelor's Degree plus successful completion of the CBEST and CSET examinations.
- Highly qualified under NCLB, including EL authorization
- Solid knowledge of subject matter including CA State Standards and Common Core.
- Excellent verbal and written communication skills are essential.
- CA Single Subject Credential preferred or enrolled in a University Intern Program.
- Passionate about improving public education to help all children reach their dreams.
- Must have a strong ethical base and Alain Leroy Locke College Prep Academy awareness.

Teachers at Alain Leroy Locke College Prep Academy shall be required to hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. All teachers of core and college prep courses will be Highly Qualified and our PE teachers will be credentialed. Should a qualified candidate not hold a California teaching credential, in order to be hired, he/she must be qualified to apply for either a Short Term Staff Permit (STSP) or a Provisional Internship Permit (PIP). If hired, the candidate must enroll in a credentialing program before the expiration of the permit and apply for an intern credential. At all times, teachers must meet all qualifications to be in compliance with NCLB.

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

Assistant Principal's Experience & Education Qualifications

- Minimum of 3 years teaching experience, with a history of improving student achievement.
- Experience working in an urban school setting.
- Demonstrated leadership capabilities.
- Proven management and team building skills.
- Excellent interpersonal communication and writing skills.
- Valid CA Administrative Services credential (or in the process of obtaining one)
- Relevant Masters or equivalent degree (counseling background helpful) preferred
- A passion for improving urban schools and driving education reform.
- Knowledge of bilingual education.
- Bilingual (English/Spanish) highly desirable.

Counselor's Experience & Education Qualifications

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

Office Manager's Experience & Education Qualifications

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

Parent Coordinator's Experience & Education Qualifications

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

Instructional Aide's Experience & Education Qualifications

- The equivalent of graduation from high school and one of the following: Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education, *or* attainment of an Associate of Arts degree or higher degree
- Six months experience working with adolescents/children in a structured environment
- Experience working with adolescents/children requiring a specialized learning environment is preferred. Verifiable supervised experience as a volunteer in a school or related organizational activity may be substituted on an equal basis.
- Any other combination of training an 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

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

Process for Staff Selection

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

The steps for hiring an assistant principal are similar. The most important difference is that the hiring is done by the school's principal, not by Green Dot's executive management. Assistant 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 opening(s)
- Recruit applicant(s) from a broad pool of applicants
- Request an application, resume, references, records of experiences, credentials, licenses, etc.
- Have applicants complete an online competency assessment
- If they meet the Green Dot standard, applicants must complete a phone screen,
- If they meet the Green Dot standard, applicants must complete an in-person competency assessment
- If they meet the Green Dot standard, applicants must complete a reference check
- 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
- All candidates must pass drug screening, TB and background checks.

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

Like every other Green Dot school, Alain Leroy Locke College Prep Academy, during its classified staff selection process, will do the following:

- Work with Human Capital to determine necessary hires
- Announce opening(s)
- Recruit applicant(s) from a broad pool of applicants
- Request an application, resume, references, records of experiences, credentials, licenses, etc.
- Verify previous employment and check references of interviewed candidate(s)
- 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 balance the budget • Ability to achieve educational outcomes • Ability to complete required job duties 	<ul style="list-style-type: none"> • Starting at \$95,000 • 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
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"> • \$47,127 - \$80,992 • Standard Green Dot benefits (see above)
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 	<ul style="list-style-type: none"> • Starting at \$83,000 • 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 	<ul style="list-style-type: none"> • \$47,127 - \$80,992 • Standard Green Dot benefits

	<p>of their Full Educational Potential</p> <ul style="list-style-type: none"> • Competency 4: The Ability to Recognize, Appreciate, and Serve Cultural Differences and the Special Needs of Students and Families • Competency 5: The Demonstration of Appropriate Ethical Behavior and Professional Conduct in the Fulfillment of Roles and Responsibilities • Competency 6: The Ability to Develop, Collect, Analyze and Interpret Data • Competency 7: The Demonstration of Advocacy and Leadership in Advancing the Concerns of Students • Competency 8: The Ability to Organize and Integrate the Pre-college Guidance and Counseling Component into the Total School Guidance Program 	
Office Manager	<ul style="list-style-type: none"> • Evaluations will be based upon adequate completion of assigned job duties achievement and regular, punctual attendance as determined by the administration. 	<ul style="list-style-type: none"> • Starting at \$36,000/yr • Standard Green Dot benefits
Parent Coordinator	<ul style="list-style-type: none"> • Adequate completion of assigned job duties • Regular, punctual attendance 	<ul style="list-style-type: none"> • Starting at \$11/hour • Standard Green Dot benefits
Campus Aide	<ul style="list-style-type: none"> • Adequate completion of assigned job duties • Regular, punctual attendance 	<ul style="list-style-type: none"> • Starting at \$12/hour • Standard Green Dot benefits
Instructional Aide	<ul style="list-style-type: none"> • Adequate completion of assigned job duties • Regular, punctual attendance 	<ul style="list-style-type: none"> • Starting at \$10/hour • Standard Green Dot benefits

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 school's operate on a yearly contractual basis so that each teacher is evaluated yearly as per Article XXII in the contract between Green Dot Public Schools and the Association de Maestros Unidos/CTA/NEA. Teacher evaluations occur throughout the school year by both the

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

Procedure to be Used for Adequate Background Checks

Alain Leroy Locke College Prep Academy shall comply with the provisions and procedures of Education Code 44237, including the requirement that as a condition of employment each new employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. No employee shall be permitted to commence work at Alain Leroy Locke College Prep Academy until clearance has been obtained from the Department of Justice. Records of student immunizations shall be maintained, and the faculty and staff of Alain Leroy Locke College Prep Academy shall follow the same requirements for periodic tuberculosis testing as do traditional public school employees (as described in Education Code section 49406). Policies and procedures shall be adopted for issues such as fires, earthquakes, compliance with health and safety laws and other emergency responses.

All faculty and staff will undergo a criminal background check and fingerprinting to be conducted by the local police department or an outside vendor, as well as a child abuse registry check. The applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization, and required to follow all mandated child abuse reporting laws.

Anti-discrimination Statement

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

No Child Left Behind

Alain Leroy Locke College Prep Academy agrees to comply with the provisions of No Child Left Behind as they apply to highly-qualified certificated personnel and paraprofessional employees of charter schools. Alain Leroy Locke College Prep Academy will have documentation on file at the Green Dot Home Office (for inspection upon request) of its teachers' credentials and that the teachers of any NCLB core subject meet the highly qualified teacher requirements.

ELEMENT 6: HEALTH AND SAFETY OF PUPILS

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

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

Alain Leroy Locke College Prep Academy 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;
- Policies relating to blood-borne pathogens;
- A policy requiring that instructional and administrative staff to receive training in emergency response, including first aid, first responder training or its equivalent;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL.OSHA, the California Health and Safety Code, and the Healthy Schools Act, and EPA;
- Policies relating to the administration of prescription drugs and other medicines; and
- A policy establishing Alain Leroy Locke College Prep Academy 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.
- Comprehensive health and safety plan (covering earthquake and fire drills, terrorist threat, child abuse etc.) and including how the school will maintain campus safety for students and employee.
- Screening for pupil vision, hearing and scoliosis.

Alain Leroy Locke College Prep Academy shall comply with the provisions and procedures of Education Code 44237, including the requirement that as a condition of employment each new employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. No employee shall be permitted to commence work at Alain Leroy Locke College Prep Academy until clearance has been obtained from the Department of Justice. Student immunizations shall be required as a condition of attendance to the same extent as they are required in local non-charter public schools, records of student immunizations shall be maintained, and faculty and staff shall follow requirements for periodic TB (as described in Education Code section 49406) tests using the Mantoux tuberculosis test. Policies and procedures shall be adopted for issues such as fires, earthquakes, compliance with health and safety laws and other emergency responses. Alain Leroy Locke College Prep Academy will screen pupils' vision and hearing and scoliosis to the same extent as would be required if the pupils attended a non-charter school.

Green Dot has obtained property insurance coverage for its schools, which have been approved by Los Angeles 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 and secure any additional insurances as required by a mutually negotiated Facilities Use Agreement. Our school safety plan is attached to this charter petition in its Appendix. All *Ánimo* schools are required to have active safety plans on file as required by California Ed Code and staff will be trained annually on the safety procedures outlined in the plan.

The Charter School may contract for food services (with the Los Angeles Unified School District or another private foodservice provider) in the same manner done as with other *Ánimo* schools as mutually negotiated in the Facilities Use Agreement.

Security

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

Nursing

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

Insurance Requirements

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

It shall be the Alain Leroy Locke College Prep Academy's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as *named* additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The

Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the charter school does not operate a student bus service. If the charter school provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the Charter School to cover all charter school employees who handle, process or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability of the Errors and Omissions Policy.
7. Employment Practices Legal Liability Coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

The Charter School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

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

Hold Harmless/Indemnification Provision

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

Alain Leroy Locke College Prep Academy will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. The Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

Alain Leroy Locke College Prep Academy, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of students.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

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

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

Every effort will continue to be made to reach out to the students and families in our attendance areas during recruitment as well as all segments of the community that are reflective of Los Angeles Unified School District. We expect to hold several informational meetings during winter and spring of each year, where we will share information about Alain Leroy Locke College Prep Academy with families and their children, how the application process will work and the random public lottery which would be held if the applications exceed capacity. These methods have proved very successful at Green Dot's existing schools as they all have received more applicants than available seats in every year of operation and will make an effort to meet the Crawford order.

While open to all students, Alain Leroy Locke College Prep Academy will seek to serve the students whose home attendance school is Alain Leroy Locke High School and the greater Watts area. The community-based recruiting effort from November through February may include (1) direct middle school recruiting—hopes to make classroom presentations at the public feeder schools, including Gompers, Bret Harte, Drew and Animo Middle School 3 & 4 and must obtain prior approval from the school site administrator and private schools that serve the attendance area; (2) mailings—Alain Leroy Locke College Prep Academy intends to send out a flyers to area families informing them of the option to apply; (3) open house meetings—Alain Leroy Locke College Prep Academy will host numerous open houses throughout the recruiting period to inform parents about the school; (4) community partnerships—Alain Leroy Locke College Prep Academy will work community leaders to “get the word out” about the school; (5) community (“precinct”) walks—Alain Leroy Locke College Prep Academy may go door to door, talk to families, and hand out applications; and (6) direct advertising—Alain Leroy Locke College Prep Academy 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 Alain Leroy Locke College Prep Academy deems appropriate based on the needs of the community. We believe these outreach efforts will attain a racial and ethnic balance at Alain Leroy Locke College Prep Academy reflective of the surrounding community and LAUSD.

The charter school shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school, which is currently 70% Latino and 30% African American, 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. Alain Leroy Locke College Prep Academy will use the PowerSchool software program to track demographic information on each individual student.

Court-ordered Integration

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

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

***No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students**

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

As required under NCLB, all NCLB-PSC students attending Alain Leroy Locke College Prep Academy shall have the right to continue attending charter school until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Alain Leroy Locke College Prep Academy shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Alain Leroy Locke College Prep Academy will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the charter school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Alain Leroy Locke College Prep Academy will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the school.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at charter

school under the NCLB-PSC program increases in subsequent years, Alain Leroy Locke College Prep Academy agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the charter school.

***Federal Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, charter school has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Alain Leroy Locke College Prep Academy understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Alain Leroy Locke College Prep Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

Alain Leroy Locke College Prep Academy also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.

ELEMENT 8: ADMISSION REQUIREMENTS

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

Admission requirements, if any.

Alain Leroy Locke College Prep Academy 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. Existing students will be exempt from the public random drawing. Preference shall be given to students whose families provided volunteer help in establishing the school (“founding families”)⁵, those with siblings already in Alain Leroy Locke College Prep Academy (after year one)⁶, Green Dot employees working at Alain Leroy Locke College Prep Academy⁷ and students who live within the Locke attendance boundaries and LAUSD boundaries per Education Code section 47605(d)(2)(B)⁸. As a conversion school, Green Dot will admit all students who reside in the attendance boundary. All students will be enrolled in the 9th grade academy and will select which of the three 10th-12th grade academies they would like to enroll in. If any particular academy has more students than space available, there will be a public lottery as described below.

McKinney-Vento Homeless Assistance Act

Alain Leroy Locke College Prep Academy will 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. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

Alain Leroy Locke College Prep Academy is committed to serving all students, including academically low-achieving, economically disadvantaged students. As with other Green Dot schools, Alain Leroy Locke College Prep Academy tailors its student recruiting efforts and student enrollment processes to attract all students, including those classified as “low-achieving” and “economically disadvantaged.” All of the methods outlined in Element 7 are reflective of this mission. Specific activities that will be employed by Alain Leroy Locke College Prep Academy include: use of English and Spanish collateral; extensive grassroots marketing; simple,

⁵ During periods of eligibility for the Public Charter Schools Grant Program (“PCSGP”), this preference, combined with the preference for children of teachers, will not to exceed 10% of total enrollment, and the students will be exempted from the public random drawing.

⁶ During periods of eligibility for the PCSGP, siblings will be exempt from the public random drawing.

⁷ During periods of eligibility for the PCSGP, this preference will be limited to children of teachers, not to exceed 10% of total enrollment (combined with the founders preference), and the students will be exempted from the public random drawing.

⁸ During periods of eligibility for the PCSGP, this preference will be given a 2:1 weighting, unless otherwise agreed with the District.

easy to use and easy to understand forms and brochures; removal of any language/messaging that may traditionally deter underserved student populations.

Alain Leroy Locke College Prep Academy will determine enrollment based on a random public lottery should the number of pupils who wish to attend our school exceed capacity. Written information may also be given to each interested party. Each family showing interest will be sent/asked to complete a short application form requesting contact information. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. Should we receive more than 150 applications the 9th grade capacity in the Green Dot school model) before the deadline, a random lottery will be held. At the lottery, a presentation will be made in English and Spanish to all interested parties about the lottery process and rules. Each applicant's name will be assigned a number. Each number will be put on a card. Each card will be equal in size and shape. The card will then be put into a container or lottery device that will randomly mix all cards. A random drawing will occur, and the first 150 numbers chosen are accepted to the school. Once the student list has been set, a waiting list will be developed for those students still wishing to enroll should space become available in the 9th grade or other grade as vacancies occur. Waitlist ranking will be assigned in the order selected. Two separate observers will collect lottery cards and enter into an electronic database the results. The database will be double checked to the physical cards to ensure accuracy. The database will be made public as soon as practically possible, both online and posted in public locations. Letters and follow up phone calls to families on the waiting list will also be made by Green Dot employees. All lottery cards and databases will be kept on file by the school or Green Dot. During the school year if vacancies should arise, the school will notify families on the wait list to see if they would like to enroll. Typically 3 separate calls on 3 different days are made, with accompanying documentation; if families do not respond within 7-10 days, they are removed from the wait list and the next family is contacted.

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

Alain Leroy Locke College Prep Academy reserves the right to select more than 150 students for admission at the discretion of the principal to ensure the school's overall enrollment is stable. For instance, if the Alain Leroy Locke College Prep Academy experiences greater than usual attrition in its senior grades, the principal may elect to enroll 10 more 9th grade students, bringing the total incoming 9th grade class to 200 students. Should the principal elect to enroll greater than 150 students in the 9th grade, an announcement will be made at the lottery and additional students will be enrolled based the lottery and the methods described above. The capacity of the School will be set annually by the Principal and approved by the Green Dot Management Team. Once admitted, registration forms for students who are admitted will also gather the following: proof of immunization; home language survey; completion of emergency medical information form; proof of maximum age requirements, e.g. birth certificate; and release of records.

Alain Leroy Locke College Prep Academy will not require any child to attend a Charter School nor any employee to work at Alain Leroy Locke College Prep Academy.

ELEMENT 9: ANNUAL AUDIT

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

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

Green Dot Public Schools' management shall annually oversee the selection of a reputable independent auditor and the completion of an annual audit of Alain Leroy Locke College Prep Academy'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 Public Schools' and Alain Leroy Locke College Prep Academy'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 presently 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 Los Angeles Unified School District. All financial statements will be submitted to LAUSD within 5 ½ months following the close of the fiscal year. The Audit Committee, which is made up of Green Dot Management and the Green Dot Board members will review any audit exceptions or deficiencies and report recommendations to Green Dot's full Board as to how these have been, or will be, resolved. Alain Leroy Locke College Prep Academy will act upon these recommendations, and report its actions to Los Angeles Unified School District. Exceptions and deficiencies will be resolved to the satisfaction of the Los Angeles Unified School District Board of Trustees and its staff.

Consistent with AB 1994, Alain Leroy Locke College Prep Academy will provide an annual financial report to LAUSD in a format developed by the Superintendent of Public Instruction. Alain Leroy Locke College Prep Academy will submit its annual audit to the State Controller, COE, CDE and LAUSD.

Administrative/business operations are performed by Green Dot Public Schools' home office. Green Dot provides the following services, plans and systems to its schools and will provide similar services to Alain Leroy Locke College Prep Academy:

- 1) all budget preparation

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

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

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

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

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

In addition:

- i. P1, first week of January
- j. P2, first week of April
- k. Bell Schedule – annually by September
- l. Other reports as requested by the District

1.

Balance Reserves

Additionally, it is recommended that the charter maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

In the event that the Charter School owes funds to the District for the provision of special education services agreed upon or fee for service or as a result of the State’s adjustment to

allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Alain Leroy Locke College Prep Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Alain Leroy Locke College Prep Academy books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

Alain Leroy Locke College Prep Academy shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Alain Leroy Locke College Prep Academy. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

Alain Leroy Locke College Prep Academy will develop and maintain internal fiscal control policies governing all financial activities.

Other sources of funding must be used in accordance with applicable state and federal statutes and their terms or conditions, if any, of any grant or donation.

ELEMENT 10: STUDENT DISCIPLINE

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

The procedures by which pupils can be suspended or expelled.

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

The discipline policy of Alain Leroy Locke College Prep Academy will be reviewed with students and parents upon admission to Alain Leroy Locke College Prep Academy and the signing of the Parent-Student Handbook. By signing the Parent-Student Handbook, the students and parents acknowledge their understanding of and their responsibility to the standards set forth in the student discipline policy. The student discipline policy will define student responsibilities, unacceptable behavior, and the consequences for noncompliance. Alain Leroy Locke College Prep Academy'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 Alain Leroy Locke College Prep Academy administrators have reviewed the suspension and expulsion portion of the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. This policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The student discipline policy will clearly describe discipline expectations, and it will be printed and distributed as part of the Parent-Student Handbook which is signed by each family upon enrolling at the beginning of the school year.

Progression of Disciplinary Procedures

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

Teacher Detention

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

Offenses That May Result in a student serving detention supervised by a Teacher

As a general rule teachers assign a Teacher Detention for minor classroom misconduct such as: chewing gum, passing notes, making noises, minor inappropriate conflicts with others, or cheating. Repeated violations by individuals will be referred to the Principal. When there is a serious

violation of the rules, the student will be referred to the Principal. A serious violation may include any violation listed under Suspension or Expulsion section included below.

Administrative Detention

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

After a student is given a school detention, the student's parent/guardian may be notified by telephone by the Principal or designee. Green Dot Public Schools will use a progressive discipline system as defined in this handbook to intervene in student behavior.

A serious offense may include any violation listed under Suspension or Expulsion section.

Suspension

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

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

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

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

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

purpose of a conference.

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

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. Parents must submit a written appeal within 10 days, if they choose to appeal the suspension.

Suspension/Expulsion Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- d) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- e) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- f) Committed or attempted to commit robbery or extortion.
- g) Caused or attempted to cause damage to school property or private property.
- h) Stole or attempted to steal school property or private property.
- i) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- j) Committed an obscene act or engaged in habitual profanity or vulgarity.
- k) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- l) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- m) Knowingly received stolen school property or private property.
- n) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- o) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- p) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- q) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- r) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- s) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- t) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive

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

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

Student Discipline Review Board

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

The DRB convenes when a student commits a serious violation of the discipline code or has broken the terms of his/her particular contract (Attendance/Academic, Personal, Discipline). It may recommend disciplinary action, terms of probation, suspension duration, and withdrawal from the school or expulsion if appropriate. The school should schedule the DRB conference when it issues the suspension paperwork. While it is important that all evidence is collected in advance of the DRB, the conference must occur before the student returns to school at the end of the suspension period. *While five (5) school days is the maximum initial suspension allowed; following the conference, such a suspension may be extended pending the results of a DRB hearing.*

Expulsion – Dismissal from School

A student may be expelled from Alain Leroy Locke College Prep Academy for any of the violations listed above in the section titled: “*Suspension/Expulsion Offenses,*” upon

recommendation by the Principal and after a hearing in front of the Green Dot's Home Office Discipline Review Panel.

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

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

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

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

Authority to Expel

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

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

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

The Discipline Review Panel hearing provides your child his/her due process. You and your child will have the opportunity to address the Panel and make a personal statement as to your perspective of the situation. In most cases, the meeting consists of, but is not limited to:

1. A presentation of the student's academic and disciplinary history at the Green Dot Home Office
2. A presentation of the facts gathered in the school's investigation
3. An opportunity for the student and parent to make a statement
4. An opportunity for the Panel to question both student and administration
5. A time where the family is dismissed while the Panel deliberates
6. A recommendation submitted by the Panel, given to both the family and Green Dot Administration

You will be given a full opportunity to question any witness who gives oral testimony against the pupil, and may present witnesses and/or written evidence on behalf of the pupil. The pupil may, but need not be, represented by an attorney at the hearing. If an attorney is to represent the pupil you shall notify the Principal or Designee at least seventy-two (72) hours before the hearing.

You have the right to inspect and obtain copies of all documents to be used at the hearing. The person(s) who made the written declaration, or who orally gave information contained in the reports, or who gave the information contained in the other documents may not necessarily be present at the hearing to testify orally. You will not be able to question them unless, within four (4) days after the receipt of this notice, you file with the Principal or Designee a written request that the Charter School issue an invitation to these persons to be present at the hearing to testify orally. You must set forth the name, and if possible, the address of each person to be invited. However, under no circumstances can a witness be made to testify.

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

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

Appeal Rights

Parents have the rights to appeal suspensions and expulsions. A parent or student must submit a written appeal within 10 days of being informed of the suspension or expulsion to Green Dot Home Office Management -including the a final appeal to the Green Dot Board of Directors. The Green Dot Board of Directors adopts expulsion hearing findings at the next regular Board meeting.

The Pupil may appeal this decision to Dr. Cristina de Jesus, 1149 S. Hill St. Suite 600, Los Angeles, CA. 90015. In order to appeal this decision, the Pupil shall submit a written appeal outlining the reason for the appeal, attaching any supporting documentation, within thirty (30) days.

Future Placement

If the student is expelled, Green Dot Public Schools will assist parents in finding a new placement for an expelled student including advising parents to call the local district Student Discipline Proceedings Office if they want their child to attend a local district school or to work with the Los Angeles County Office of Education for an alternative school placement.

Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed by the Charter School's governing board, and modified as necessary, including, for example, modification of the lists of offenses for which students are subject to suspension or expulsion.

Charter School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District's Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

Charter School utilizes alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If the student is expelled, Alain Leroy Locke College Prep Academy will advise parents to call the LAUSD Student Discipline Proceedings Office if they want their child to attend an LAUSD school. Students expelled from one district cannot attend any other school or school district during the term of their expulsion until they have complied with State law (E.C. 48915.1 and 48915.2)

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- Pupil last known address
- A copy of the cumulative record
- Transcripts of grades or report card
- Health information
- Documentation of expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School's policies and procedures were followed
- Student's current educational placement
- Copy of parental notice of expulsion
- Copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment; and
- If the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability: B) Was the misconduct a direct result of the Charter's failure to implement 504 Plan?

Outcome Data

Charter School shall maintain all data involving 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 Alain Leroy Locke College Prep Academy shall be given a rehabilitation plan upon expulsion as developed by Discipline Review Panel at the time of the expulsion order which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. 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 reapply to the Charter School for readmission.

Readmission

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

the pupil's parent or guardian at the time the expulsion order is entered 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

The Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Special Education Students

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

Gun Free Schools Act

The Charter School shall comply with the federal Gun Free Schools Act.

Additional information about the student discipline policy at Alain Leroy Locke College Prep Academy can be found in the Parent – Student Handbook which has been included in the Appendix of this Charter. This Parent-Student Handbook is currently being used at many of Green Dot's eighteen high schools.

See Appendix for a copy of the Parent - Student Handbook

ELEMENT 11: RETIREMENT SYSTEM

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

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

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

ELEMENT 12: STUDENT ATTENDANCE

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

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

Pupils who choose not to attend Alain Leroy Locke College Prep Academy may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with in accordance with existing enrollment and transfer policies of Los Angeles Unified School District.

Annually, the Charter School will inform parents in writing about the transferability and eligibility of courses to other public schools. In addition, this information will be part of the parent orientation meeting for all new students.

If space is available, traveling students will have the option to attend Alain Leroy Locke College Prep Academy. Interested traveling students must follow the same admissions procedures as other students as detailed in Element 8.

ELEMENT 13: RETURN RIGHTS OF EMPLOYEES

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

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

The following is the description of the rights of any employees of the District upon leaving the employment of the District to work at Alain Leroy Locke College Prep Academy, and of the rights of return to the District after employment at Alain Leroy Locke College Prep Academy as required by Education Code section 47605(b)(5)(M):

- A) Any rights upon leaving the employment of a local education agency to work at Alain Leroy Locke College Prep Academy that the local education agency may specify.
- B) Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.

Alain Leroy Locke College Prep Academy employees are employees of Green Dot Public Schools. In the event Alain Leroy Locke College Prep Academy or Green Dot ceases to operate or in the event Alain Leroy Locke College Prep Academy employees seek employment in the District or county, they are considered free to do so.

Leave and Return rights for union represented employees who accept employment with the Charter School will be administered in accordance with the applicable collective bargaining agreements between the employee's union and the District and also in accordance with any applicable judicial rulings.

ELEMENT 14: DISPUTE RESOLUTION

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

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

The staff and governing board members of Alain Leroy Locke College Prep Academy agree to resolve any claim, controversy or dispute arising out of or relating to the Charter between the District and Alain Leroy Locke College Prep Academy except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and Alain Leroy Locke College Prep Academy shall be resolved in accordance with the procedures set forth below:

(1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Green Dot Public Schools:
c/o School Director

Green Dot Public Schools
Attn: Marco Petruzzi
1149 S. Hill Street, Suite 600
Los Angeles, CA 90015

To Director of Charter Schools:

Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

(2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorney's fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

(4) If mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

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 the purposes of the Educational Employment Relations Act (Chapter 10.7, commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code.

Green Dot Public Schools is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employee Relations Act (EERA).

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 Alain Leroy Locke College Prep Academy will join the 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 Alain Leroy Locke College Prep Academy 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 new ACEA agreement referenced above.

Dispute Resolution Process

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

ELEMENT 16: PROCEDURES FOR SCHOOL CLOSURE

Revocation

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Charter School in writing of the specific violation, and give the Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Closure Action

The decision to close Charter School, either by the Charter School governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure are guided by California *Education Code* sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5 *CCR*), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by

the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Charter School will be issued by Charter School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.
5. The retirement systems in which the school's employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the CSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

Charter School shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter school shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

The financial closeout audit of the Charter School will be paid for by the Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of the Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the Charter School participates, and other categorical funds will be returned to the source of funds.

Charter school shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Charter School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Charter School 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.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Charter School's right to operate as a Charter School or cause Charter School to cease operation. Charter School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Facilities

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
 - (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Facility Status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

Asbestos Management: The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

FINANCIAL PLAN

Historical Performance of Green Dot Schools

Over the last twelve years, Green Dot Public Schools has performed very well financially as it presently operates 18 charter schools similar to Alain Leroy Locke College Prep Academy; all of which are financially sound. Green Dot's strong financial performance has been driven by its efficient school and organizational model and its effectiveness at accessing State, Federal and Local public funds as well as private philanthropy to pay for school start-up costs.

Green Dot schools strive to be self-sustaining on public funds (Federal, State and Local) after their start-up costs have been funded; typically, they by their fifth year in the case of high schools, four for middle schools. The key factors that enable Green Dot schools to operate effectively on the public dollar are: a) high student attendance rates, b) lower number of classified employees per student than a traditional district school, c) greater utilization of all employees and d) low non-classroom based operating expenses due to increased efficiencies.

Alain Leroy Locke College Prep Academy will follow a similar financial model in order to ensure that the school will be financially sound and can provide a great education to the students it serves. Additionally, as a charter school network, Green Dot can access capital or use its built-up reserves in order help Alain Leroy Locke College Prep Academy if it does run into any financial difficulty.

Start-up Funds and Budget

Green Dot is also very successful at fundraising from private foundations in order to help support its growth. Green Dot has received commitments of nearly \$60 million from private foundations over its history. Green Dot has received a commitment from a funder to receive \$500k for every new school that Green Dot opens in the future. This \$500k is reflected in the current financial projections. Green Dot will continue to fundraise throughout the 2011-2012 school year and beyond, and is confident that it will be able to raise the funds necessary to support its schools because of the success it has had to date, raising \$25 million in commitments over the past three years.

Alain Leroy Locke College Prep Academy 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 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.

Financial Model

The operating budget for a full 9th – 12th grade Green Dot high school serving 620 students is approximately \$4.6 million. For a full 6th-8th grade Green Dot middle school serving 525 students the budget is approximately \$3.7 million.

Key Assumptions – Revenue

- Number of Students: Each Green Dot school will open with a ninth grade of 170 students, add a new grade each year and serve grades 9 – 12 in their 4th year and beyond. There is a small attrition rate built into the financial model so that the school levels off at 620 students (attrition rates are low, typically less than 6% of a class annually). For a middle school, the numbers would be based on an initial sixth grade enrollment of 180 with a total enrollment of 525 after three years.
- State per Pupil Funds: Principal apportionment from the State of California makes up approximately 74% - 78% of revenue in a Green Dot school's steady state. Schools are projected to have an average daily attendance (ADA) of 95%. Although a 95% ADA is comparatively high, Green Dot believes that it will be achieved at Alain Leroy Locke College Prep Academy based on the fact that Green Dot's first ten schools have achieved ADA's of 95% and above. If the school is unable to maintain a 95% ADA rate, it will slightly increase the number of students it accepts in the school, if necessary, in order to ensure that it is financially sound. Because Alain Leroy Locke College Prep Academy's Student / Teacher ratio is very low, a slight increase in the size of the student population will not have a material effect on the educational program. The principal apportionment is projected at \$6,148 per high school ADA, \$5,306 per 7th & 8th grade ADA and \$5,153 for 6th graders, which were the rates for FY 2011. COLA rates 2% annually are assumed in the financial model for revenues and expenses.
- Special Education Entitlement: Based on the existing LAUSD rate, which is \$480 per student after encroachment.
- Federal Revenue: Accounts for 5% - 7% of revenue in a Green Dot school and is made up mostly of Title 1 funds (\$385 per eligible student in FY11) and federal lunch program reimbursement.
- Other State Revenues: Account for 11% - 14% of revenue for a Green Dot school and are made up primarily of the State Block Grant (\$396 per ADA in FY11) and State Lottery Income (\$134 per ADA in FY11).
- Local Revenue: Consists primarily of school site fundraising. Ánimo Locke 1's PTA will participate in school site grant writing, candy drives, walkathons, etc., to raise funds for the school. The amounts allocated in years 2-5 are very conservative amounts compared to historical data at the other fifteen Ánimo schools with 2-5 years of historical data. However, if for some reason the school cannot raise the allotted amount of money, Green Dot will use the money it raises to open new schools to supplement the income.

Key Assumptions - Expenses

- Personnel and Benefits: Green Dot schools spend, on average, about 58% of revenue in steady state (year 5 and beyond) on salaries and benefits. An average teacher's salary begins of \$57,500 is used in Alain Leroy Locke College Prep Academy's financial model. At capacity, the school is projected to have approximately 27 Teachers, 2 Administrators, 1 Counselor and 4 support staff. The number of classified employees is kept relatively low to

enable Alain Leroy Locke College Prep Academy to have a low student to teacher ratio without substantially increasing its budget.

- Education and Student-Related Expenses: Green Dot schools spend, on average, 13% of revenue in steady state on education and student-related expenses. This includes books and supplies, student activities and food, student transportation, employee development, special education support and computers. These assumptions are in line with the historical performances of Green Dot's sixteen schools.
- Facilities and Facilities Related Expenses: Facilities and facilities related expenses includes mortgage / lease, maintenance, utilities, operations, housekeeping and security. Facilities and facilities-related expenses are the assumption with the greatest variability in the financial model and fluctuate depending on purchased versus leased facilities, facility location and condition of the facility. The financial model assumes that Alain Leroy Locke College Prep Academy is opened in a facility where the lease is 10% of the school's total revenue. The assumptions made for utilities, maintenance, janitorial and security expenses are in line with the historical performance at Green Dot's other schools. Alain Leroy Locke College Prep Academy believes that these estimates are very conservative and expects its facilities costs to be less as it is able to access LAUSD property for its site.
- School Operations and Other School-Related Costs: On average, approximately 5% of revenue in steady state in Green Dot schools. Includes communications, insurance, transportation, equipment and other operational costs.
- District Oversight Fee: A 1% fee paid to the chartering district. This fee would increase to 3% if the district provided facilities.
- Management Fee to Green Dot: 8% of revenue from public sources is paid as a management fee to fund the Green Dot Home Office in the school's first year.
- Reserve for Economic Uncertainty: As required by Charter law, Alain Leroy Locke College Prep Academy will maintain a reserve for economic uncertainty. 5% of expenditures will be kept in reserve annually.

Model Sensitivities

Alain Leroy Locke College Prep Academy's model is most sensitive to: a) the amount of the principal apportionment, b) the average daily attendance percentage, c) certificated teacher salaries, and d) facilities costs.

Miscellaneous

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

5-Year Income Statement Projections

See Attachment

3-Year Cash Flow Projections
See Attachment

COURT-ORDERED INTEGRATION FUNDING

Plan

It is our goal to improve the opportunities the educational opportunities for economically disadvantaged students. Alain Leroy Locke College Prep Academy plans to do as well as or better than neighboring community schools in conducting outreach for potential students and achieving an ethnic balance. As indicated in Element 7, every effort will be made to reach out to all eighth graders in our attendance areas during recruitment as well as all segments of the community that is reflective of Los Angeles Unified School District. Our outreach will include flyers sent out to families of students who would typically attend Jordan, Washington, or Fremont High Schools to ensure that all students in the area have an opportunity to attend an *Ánimo* school. Community members will be notified through community meetings, mailings, personal phone calls and possibly newspaper advertisements. We expect to hold at least three informational meetings during winter and spring annually.

Alain Leroy Locke College Prep Academy will provide to LAUSD all requested information using District forms, including the ethnic survey. The Charter must provide LAUSD with a system that can interface with the LAUSD Student Information System (SIS) for all enrolled students to assist with compliance monitoring. After the Charter submits the ethnic survey information during the first year of operation, Budget Services, Financial Planning Division and Office of Student Integration Services will use the information listed below for compliance purposes:

- Norm Day Classification
- Total School Enrollment
- Number of Students by Grade Levels
- Number of Students by Ethnicities and Grade levels
- List of Register-Carrying Teachers in Classrooms
- List of all highly qualified Certificated Personnel in core subjects as defined in No Child Left Behind and State policy and regulation (affiliated Charters will indicate teachers funded by Court-ordered Integration)
- List of Emergency Credentialed Teachers in non-core subjects.
- Unfilled Classroom Teacher Positions
- Fiscal Year-End Financial Report
- Number of Students Living Outside the LAUSD Attendance Area

ATTENDANCE ACCOUNTING

Below are the attendance procedures recommended to Green Dot's schools. This model will be the foundation for the attendance policies at will be at Alain Leroy Locke College Prep Academy.

1. Attendance is taken every period of the day on Power School.
2. 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.
3. The master attendance is maintained in the Power School program. This calculates all enrolled students, daily ADA, weekly, and monthly ADA. ADA figures are reported daily for the entire school, as well as for any students over any given time period. Students counted as absent or suspended receive a "0" in the log for each respective day; students that are perceive 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.
4. When a student returns from an absence, the student is issued a readmit slip if he/she does not have a note excusing their absence, and they are given a truancy slip if they do not have a note excusing their absence. Truancy must be cleared with the front office through a note or a phone call from the parent/guardian.
5. Late to Class: If a student is late (unexcused) to a class, the teacher must mark the student tardy in Power School. 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.
6. 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 their tardiness.
7. 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 SARB (Student Attendance Review Board) process may begin.

Reporting

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

SCHOOL CALENDAR

See attached school calendar.

SERVICES PROVIDED BY GREEN DOT PUBLIC SCHOOLS

Green Dot Public Schools 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 Alain Leroy Locke College Prep Academy that will help ensure the school's success. Green Dot provides similar services to its first three schools.

Recruiting

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

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

Alain Leroy Locke College Prep Academy 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 Resources Department conducts outreach to recruit new teachers. The department sets up informational sessions, purchases ads, reaches out to recruits to have a qualified pool of teacher applicants. All this outreach is centralized at Green Dot, and once compiled, the principal and teachers engage in the interviewing process.

Facilities

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

Given current legislation and financing options, Green Dot schools typically use temporary facilities for their first year in operation and may use them for up to three years. The goal is for each Green Dot school to only move once in its lifetime, but some schools are likely to have to move two or three times. Temporary facilities will typically be shared facilities (with Universities or Junior Colleges, etc.); buildings that require minimal tenant improvements such as churches with classrooms, private schools, and commercial buildings; or portable classrooms.

Daily Service: Green Dot's Real Estate Development Department works with the principal, teachers, and parents to understand the facility needs before the school opens. The department

meets with brokers and real estate agents and on a monthly basis with the facility committee to further define the needs for the long-term facility.

Facilities Financing

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

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

Curriculum Development

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

Alain Leroy Locke College Prep Academy 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 department and cluster directors meet on a monthly basis with the principal and lead teachers to analyze student progress and performance, determine effectiveness of the curriculum, improve instruction, and set future target goals.

Professional Development

Professional development for Alain Leroy Locke College Prep Academy's principal will be managed out of the Green Dot Home Office. Professional development for teachers will be managed collaboratively by the Green Dot Home Office and Alain Leroy Locke College Prep Academy (led by the principal).

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 conduct major fundraising events throughout the school year to support all Green Dot schools. Alain Leroy Locke College Prep Academy may have about 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 Alain Leroy Locke College Prep Academy with substantial input from the school's principal. The principal will have the best visibility into where resources are needed most at their schools and provide critical guidance to Green Dot in the budget creation process. During the school year, the principal will be given lots of flexibility to make certain trade-offs between line items in his/her budget, but is not allowed to increase the overall size of his/her budgets without authorization from the Green Dot Home Office. Additionally, any significant purchases (over \$5,000) that were not originally budgeted for cannot be made without Green Dot authorization. Staff at Green Dot responsible for financial administrative function have the following minimum qualifications: 1) a bachelors degree and 2) an advanced degree in the fields of business, accounting or financial management (ex. Masters in Business Administration; or 3) a recognized professional certification in the field of accounting or financial management, such as a CPA (certified public accountant) or CFA (chartered financial analyst); or 4) a minimum of 10 years experience in the accounting or finance function.

Daily Service: The budget is an ongoing process. During the summer the budget will be developed for the following fiscal year by the 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 management team; however, once the total amount of the budget is set, the principal may reallocate money during the year. All necessary budget information will be forwarded to LAUSD.

On a monthly basis, principals will be met with to review budget versus actual. At the end of each quarter, the budget will be adjusted with major increases needing to be approved by the Green Dot Board.

Purchasing

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

Back Office Management

All back office functions such as payroll, taxes and compliance will be centralized at the Green Dot Home Office. Green Dot currently contracts manages the majority of its back office functions but outsources some aspects to a third party organization.

Daily Service:

Payroll: All payroll and related tasks will be carried out at Green Dot.

Accounting: Green Dot executes all general ledger activities.

Purchase Orders: All Purchase Orders and invoices for the school will be executed by Green Dot. The principal can request Pos. Green Dot's Account Payable will then work with the office manager to make sure the PO matches the invoice and product is shipped appropriately.

Governance of Schools

As described above, Green Dot Home Office and the Green Dot Board of Directors will act as the governing body for Alain Leroy Locke College Prep Academy.

FUNDING MODEL – DIRECTLY FUNDED

Alain Leroy Locke College Prep Academy will be a directly funded charter school.

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

DISSEMINATION OF PRACTICE

Green Dot Public Schools and Alain Leroy Locke College Prep Academy are committed to collaborating closely with LAUSD in order to share best practices and learn from each other. Alain Leroy Locke College Prep Academy will share practices with LAUSD in the following areas: effective teacher performance evaluation and student assessment systems, responsible parent and student involvement in school, and narrowing the achievement gap among students of various backgrounds.

Alain Leroy Locke College Prep Academy intends to have both formal and informal interactions and communications with the District and with other schools in order to foster learning and sharing. Alain Leroy Locke College Prep Academy plans to attend the Yearly Charter School Conference, participate in the Community of Practice Network, host regular school visits and open houses, share original charter materials and communicate electronically on an ongoing basis.

Because Green Dot Public Schools is a charter school developer with a network of charter schools, LAUSD will benefit even further because Green Dot can disseminate best practices not only from Alain Leroy Locke College Prep Academy but also from Green Dot's other charter high schools.

TEXTBOOK RECOMMENDATIONS

Attached is a list of the textbooks recommended by Green Dot's home office.

See Attached

TEACHER'S UNION CONTRACT

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

See Attached.

ARTICLES OF INCORPORATION & BYLAWS OF GREEN DOT PUBLIC SCHOOLS

See Attached.

PARENT-STUDENT HANDBOOK

Attached is the proposed Parent-Student handbook for Alain Leroy Locke College Prep Academy. It is based on policies, procedures, and handbooks of Green Dot's 18 charter schools. The principal of Alain Leroy Locke College Prep Academy reserves the right to amend the Parent-Student handbook as necessary at his/her discretion in a manner consistent with this charter petition and all applicable state and federal laws.